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ABSTRACT

This self-study was initiated at the Columbia University Libraries (CUL) to establish the foundations and appropriate mechanisms for the future planning, development, and implementation of public services at CUL. Following completion of an inventory and an interim report, which include background data on CUL, Columbia University, research libraries, and professional trends, five task forces were established to study the following concerns: (1) articulating public services; (2) evaluating the impact on services of CUL's participation in cooperative arrangements; (3) technology and public services; (4) the effect of interdepartmental relationships on services; and (5) the university library user community. An introduction, executive summary, and discussion of the study background and methodology are followed by reports and recommendations of each task force. Based on the planning assumptions enumerated in this report, the study team's major findings and recommendations are organized as follows: Planning; Reference and Other Public Services; Communications; Staff Training and Development; Collection Development and Management; and Physical Facilities and Space Planning. A consolidated list of recommendations concludes the final report. Task force members and charges, an index to information gathered during the study, and a glossary of acronyms are appended. (THC)

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COLUMBIA UNIVERSITY

PUBLIC SERVICES STUDY REPORT

ONE OF A SERIES
of Self-Studies
and Research Projects
funded by the General
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This report was issued by the Columbia University Libraries at the conclusion of its Public Services Study. Task Force Reports will be photocopied upon demand, for the prices indicated below:

Task Force on Evaluating the Impact on Services of CUL's Participation in Cooperative Arrangements.	33 pages	$10.00
Task Force on University Library User Community Interim Report	33 pages	$10.00
Task Force on University Library User Community Final Report	46 pages	$15.00
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THE PUBLIC SERVICES STUDY

Academic libraries today face the fundamental challenge of responding more effectively to the information needs of their users in a period of increased information resources and decreased or stabilized economic resources. In this environment, academic libraries must move toward the wisest use of their resources in identifying and serving the changing needs of users, in becoming more active partners in the instructional and research interests of their universities, and in more actively facilitating the transfer of information from locations beyond their walls to their own clientele. The challenge includes the need to take advantage of new and emerging capabilities such as on-line bibliographic search services, new catalog formats, and microform and non-print publishing media.

To address this set of concerns, the Office of Management Studies has developed the Public Services Study, which individual academic libraries can use to assess and improve their current services programs. The study is based upon the premise that academic libraries are experiencing a number of fundamental internal and external pressures that create a need to review priorities and develop new approaches to change. The goals of this study include:

*to provide tools to libraries enabling them to determine and analyze user patterns, needs, and satisfaction levels;

*to provide assistance to libraries in relating the use of the library to current operating services policies and practices;

*to design performance measures that can be applied in evaluating current services programs and in planning improvements;

*to provide guidelines for libraries to use in designing new services activities or remodeling current ones;

*to suggest improved methods for promoting the use of library services and enhancing the role of the library on the campus.

The basic strategy employed in the Public Services Study is assisted self-study. While assisted self-study resembles traditional self-studies in some respects, it differs on three important dimensions. First, assisted self-study involves collecting information and then analyzing it within a framework as first steps toward improvement. Second, assisted self-study promotes the learning and development of all persons involved through their experiences in conducting the study. This means that the staff develops a broader understanding of the impact of services concerns on the ability of the library to meet its obligation to users. And third, libraries participating in assisted self-study receive specialized resource materials, training, and consultation assistance usually not provided in traditional studies. This ensures timely efficient execution of what can be a demanding complex activity.

In accordance with its problem-solving philosophy, assisted self-study employs a group approach to analysis, using library staff, faculty, students, and institutional officials. Two types of groups are involved, a study team and task forces. Primary responsibility rests with the study team, which defines the scope of the study, sets goals, plans, organizes and conducts analyses, draws final conclusions, and designs the implementation program. The study team also creates the task forces to assist in collecting and analyzing data and in developing options for resolving problems. The task forces are responsible to the study team and their work is coordinated by the team.

The major components of the study are a general situational analysis, and specific modules on description and inventory of services, management of services, assessment of services needs and performance, and interaction with the environment. Data gathering and analysis is conducted within each of these components. Then, a final action planning stage creates recommendations, implementation strategy, and the final report. The entire study takes 9 to 12 months. Individual modules can be conducted in less time.

The study is being made available as a part of the Academic Library Program, which is used by libraries willing to commit staff time and some financial resources to the process of assisted self-study. The program draws upon several previous studies developed and operated by the Office of Management Studies including the Management Review and Analysis Program (MRAP), the Collection Analysis Project (CAP), the Academic Library Development Program (ALDP), the Planning Program for Small Academic Libraries, and the Preservation Planning Program.

Financial and/or design support has come from the General Electric Foundation and from members of the Association of Research Libraries (ARL), a non-profit educational organization of 117 major research libraries in the United States and Canada.

PREPARED BY OMS STAFF
August 1984

columbia university libraries

PUBLIC SERVICES IN RESEARCH LIBRARIES:

A SELF-STUDY

Conducted by

COLUMBIA UNIVERSITY LIBRARIES

FINAL REPORT OF THE STUDY TEAM

December, 1984

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INTRODUCTION

The Report of the Public Services Self-Study is the result of the hard work and creativity of many Columbia University Libraries (CUL) staff members. The positive results of their efforts can be seen throughout this work.

In addition to the Planning Assumptions developed by the Study Team and enumerated in this report, the following brief descriptions of several other assumptions and themes will be of use to the reader.

1) The Libraries' basic organizational structure, which was developed in the early 1970's and supplemented by the recently-created Services Planning Group, well equips CUL for the planning and delivery of public services in the future. The Study Team concentrated its efforts on improving currently existing mechanisms rather than on creating new structures.

2) The Study Team recognizes and articulates throughout the Report the responsibilities of the organization to its individual staff members and, just as importantly, the responsibilities of individual staff members in the management, planning, and development of public services in the present and future.

3) Expectations of the changing roles and performances of professional staff members in the changing environment of the Libraries will continue to be the norm.

4) The role of library public services has changed over the past two decades and will continue to change as the control, initiation, and use of research tools shifts increasingly from the library to the scholar. The Libraries must balance its need to provide current services with its obligations to lead the development of new services (without moving so far ahead of current use as to be useless to today's scholars).

5) The costs of new technologies and information resources must be balanced with obligations to make equitable service levels available to all segments of the scholarly community.

6) Public service perspectives are moving, and must continue to move, outside of the Libraries as the Libraries' isolation within the University and the international community of scholars ends.

Finally, it must be noted that the Study Team has made many recommendations which will require additional staff and/or capital resources. The issues integral to the location of sources of such support have not been addressed at this time as they were deemed to be outside of the Team's charge.

Executive Summary

The Public Services Self-Study was initiated at the Columbia University Libraries (CUL) to establish the foundations and the appropriate mechanisms for the future planning, development, and implementation of public services at CUL.

Based on the planning assumptions enumerated in this report and supplemented by the six themes described in the introduction, the Study Team concentrated its efforts in a number of areas it considers critical to the future of successful public services activities at CUL. The following paragraphs highlight briefly some of the Team's major findings and recommendations.

Planning

The Libraries organizational structure, supplemented by the recently-created Services Planning Group, well-equip CUL for the planning and delivery of public services in the future. The Services Planning Group should be augmented by membership of the Heads of the Distinctive Collections.

Every individual staff member must be encouraged to direct ideas and opinions to appropriate members of the managerial staff, who are all responsible for working with staff members to develop ideas as well as for directing these ideas to the Services Planning Group. Formal training programs for developing planning skills should be designed and presented on a regular basis to all professional staff in public services and in other units in which planning structures exist.

Reference and Other Public Services

The Task Force on Technology and Public Services identified a large number of trends in scholarly research and communication which could impact public services in the future. The Study Team analyzed these trends and applied them specifically to reference services at CUL. It concentrated much of its efforts on what it considers to be an important emerging issue: equity of service delivery, and it recommends that the Services Planning Group investigate and experiment with methods of dealing with this issue.

The Study Team recommends the evaluation of reference services in a non-quantitative manner, the establishment of priorities for current services, identification of potential new services, and the establishment of a decision-making process for adding and dropping services or for providing the same service in different ways. It also recommends the exploration of resources necessary and available to each level of reference service, including experimentation with "information" services.

Communications

Much of the Study Team's efforts was devoted to in-depth analyses of ways in which to improve communications between public services and non-public services staff. In addition to the establishment of joint problem-solving committees and improved documentation of procedures for

both staffs, the Study Team urges the creation of a formalized "buddy system" in which a member of the public services staff would be assigned to each new professional and SCATS non-public services staff member. The Study Team also makes some specific suggestions regarding more effective utilization of the University Librarian's Newsletter and the development of specific management information to help improve internal communications.

Staff Training and Development

The Study Team was impressed by CUL's previous commitments to staff development and it urges OPC to consider funding continued sessions on a regular basis, making the program available to non-managerial professional staff and to SCATS. It also recommends that OPC identify, through a standing committee, other appropriate staff development and training activities. This committee, to fulfill some of CUL's obligations to its staff, should provide information to the staff about these opportunities. It should also encourage all staff members to be more self-directed in identifying their training needs and appropriate channels from which to obtain assistance.

These few paragraphs are only the highlights of the highlights of the Final Report of the Public Services Self-Study Team. The Consolidated List of Recommendations, found at the conclusion of the text of the report, will serve as a more focused summary of the Team's work.

BACKGROUND AND METHODOLOGY

Background

After careful consideration and for a complex variety of reasons the Columbia University Libraries (CUL) decided to apply to ARL to participate in the pilot stage of the Public Services Self-Study Project.

Columbia's previous experience with the ARL-sponsored study performed by Booz, Allen & Hamilton in the early 1970's was an extremely positive one which resulted in profound changes in the organization's structure and improved its operational effectiveness, enabling CUL to meet successfully the challenges of the last decade. The opportunity to participate in a similar activity which promised to help CUL's public services programs better meet the challenges of the future was a very exciting one.

The recent integration of computer-based technologies into technical services activities at CUL has enabled the institution to turn its attention to evaluating the current level of effectiveness of its public services activities and planning for the identification, development, prioritization, and delivery of services in the future. CUL management believes that the development of reliable information about library users, the design of a process for monitoring changing levels of demand for services and resources (in order to adjust service priorities accordingly), and increasing the staff's knowledge about new opportunities for improving service capabilities are important study objectives.

Columbia's Fall 1982 proposal to ARL was received favorably and CUL was selected as one of six participants in the pilot Public Services Self-Study project, funded by The General Electric Foundation. CUL was awarded $2000 and the valuable assistance of two ARL Office of Management Skills staff members. The deadline for submission of the Final Report was December 31, 1984.

The events of the last year-and-a-half, since the appointment of the Public Services Self-Study Team (PSSST) and the initiation of its work, have underscored the value of these objectives and the information and analyses the study has generated. During this period the Libraries:

-- planned for the implementation of an online public access catalog (CLIO: Columbia Libraries Information Online);

-- received, jointly with the Health Sciences Campus, a National Library of Medicine planning grant for the Integrated Academic Information Management System (IAIMS) project;

-- reduced the level of full-time staffing by twenty-one positions (and later restored some of them as budget pressures eased);

-- prepared a proposal for financial support to be used by the Libraries in providing access to information in a variety of new formats and media;

-- strengthened working relationships with the Columbia University

Center for Computing Activities (CUCCA), including participating in a joint management planning session and agreeing upon dual responsibilities for the implementation of CLIO; and

-- developed a formal planning effort in the Services Group.

Charge to the Study Team

On March 18, 1983, Vice President and University Librarian Patricia Battin sent her charge to members of the Study Team. She identified the following objectives of the study:

-- to define the composition of the user clientele, to anticipate user needs, and to identify positive service responses;

-- to provide staff processes for orderly, timely, and dynamic problem solving;

-- to improve the staff's planning skills and capabilities;

-- to increase the staff's awareness of emerging opportunities for service improvements.

Ms. Battin charged the Team with the following responsibilities:

-- to gather data and information about current services and the future needs of CUL's readers;

-- to analyze and assess the data and information;

-- to prepare recommendations for both immediate action and long-range planning activities;

-- to communicate progress and results to the CUL community.

Key Issues

Working from this charge, PSSST identified the key issues upon which it felt its work should focus:

-- Development of service priorities; identification and definition of new services, including consideration of institutional subsidy, etc.;

-- Impact of technology on information services in the university and the role of the library in this process;

-- Identification of CUL community: active, passive, and non-users, including characteristics, demographic profiles, segmentations, expectations, degree to which expressed and perceived needs are/are not met, relationship between user and staff perceptions;

-- Impact of CUL's participation in cooperative arrangements on services;

-- Service delivery, including traditional services, non-print based services, fee-based services, obstacles to introduction of new services, and communications with users. This issue includes examination of the consistency in service delivery among units and the degree to which this should be continued in the future, as well as the identification of service delivery overlaps and gaps;

-- Effect on public services of the relationships between public service and non-public service units in CUL, as well as between public service units and other information delivery units (e.g., CUCCA) within the university;

-- The organization and staffing of service delivery units, including issues of training, in order to meet current and future needs;

-- Development of an understanding of current and future service capabilities.

Methodology

PSSST held its initial meeting on March 31, 1983 with the participation of Patricia Swanson and Duane Webster of OMS. At that time, the Team identified the key issues of the study and planned its methodology. During the first stage of the study, Team members gathered background data on CUL, Columbia, research libraries, and professional trends and prepared the general situational analysis which it presented in its Interim Report in July 1983. Simultaneously with this work, a subgroup of the Team designed an inventory of all aspects of public services in each of CUL's 26 public service units. The results of this inventory and the Interim Report supported the further work of PSSST and its task forces.

Following the completion of the inventory and the Interim Report, PSSST developed a series of planning assumptions on which future work was to be based. The Team also reviewed and reaffirmed the key issues it had identified, and recommended that five task forces be established:

-- Task Force on Articulating Public Services

-- Task Force on Evaluating the Impact on Services of CUL's Participation in Cooperative Arrangements

-- Task Force on Technology and Public Services

-- Task Force to Study the Effect of Interdepartmental Relationships on Services

-- University Library User Community Task Force

The first four task forces completed their work and submitted their final reports to the Study Team by January 1984. The University Library User Community Task Force was granted an extension for the completion of its work because the survey it wished to administer to the university community could not be distributed effectively until the Spring semester had begun. That task force received its raw data in March, had the data coded and

input in April (when it also performed its final analyses and prepared its recommendations) and submitted its final report in May 1984.

During the time between submission of the first four task force reports and the final one, the Study Team held many valuable and spirited discussions about a number of issues which had appeared in the reports of the task forces. The discussions focussed on such issues as planning, communication, and service staffing and were thought to be so valuable that they continued well beyond the May submission of the last task force report. This Report is organized so as to highlight these issues.

During the work of the Study Team two changes were made in its composition. The chairs of two task forces became members of the Team because the value of their contributions during the period of the task forces' work warranted continued service. And PSSST lost a valuable member when Mary Lou Lucy retired in July 1984 after many years of service at CUL.

The Study Team has found the process of its work so valuable that the group has decided to meet annually to review the progress of implementation of its recommendations. It will also review planning issues, identify key issues which need study, and submit them to the Director, Library Services Group, for consideration.

PLANNING ASSUMPTIONS

1. Libraries will continue their traditional and primary role in providing bibliographic access and document delivery to users.

2. Libraries' traditional relationships with the scholarly process of communication is changing.

3. Libraries will/must continue to stress user self-service over staff mediated service.

4. Users and service staff will rely on an increasing diversity of externally provided services to meet their information needs.

5. Libraries staff will play a greater role in training and informing users of information resources.

6. Technological choices will become increasingly complex and although equipment costs may decline, expertise will become more costly.

7. Financial pressure on the University and the Libraries will continue through the next decade, despite the current Capital Campaign and other fund-raising activities.

8. Traditional external funding sources (federal, foundation, government agency) for public services activity may be available in the future for innovative approaches to services activities.

9. Service needs will continue to compete with technical services and other operational needs for internal resources.

10. The current mix of undergraduate/graduate students and the mix of study and research disciplines at Columbia will continue during the next decade.

11. The types of services required by users in each of the three major disciplines (Humanities and History, Science and Engineering, Social Sciences), will continue to diverge.

12. The University's current organizational structure and planning processes, with semi-autonomous academic departments, will continue.

13. Performance will continue to be constrained by limited resources.

14. Access to library records from locations outside of library buildings will increase.

15. The Libraries' involvement in cooperative arrangements will continue.

16. The need to upgrade physical facilities and equipment will continue.

17. Longstanding space needs (undergraduate library facility, unified Science collection, storage facilities) will continue.

13. Preservation of library materials and maintenance of the collections will become increasingly more crucial.

INTERIM REPORT AND INVENTORY

The Study Team's Interim Report provided a situational analysis on which the rest of its work was based. The report provided an overview of current developments in research libraries and gathered and presented historical background and current data about:

Columbia University
Columbia University Libraries
Library Services Group
Public Service Relationships

The information presented therein has been of immense value to the Study Team and its Task Forces as well as to staff members of the Columbia University Libraries. Because of the value of this information, the Study Team recommends that OPC appoint an appropriate person or group to update it annually. The Study Team further recommends that much of the information available in the Interim Report be condensed by the Library Personnel Office for use in professional recruitment.

The Interim Report also presented the Study Team's key issues and planning assumptions. These are discussed in the "Background and Methodology" chapter of this report.

Under the direction of a small subcommittee, an inventory of public services was conducted and the results analyzed and presented as the final chapter of the Interim Report. This inventory has proved invaluable to the Study Team and its Task Forces as well as to the Services Planning Group. The Study Team recommends that this latter group undertake a bi-annual updating of the inventory, distributing the results to OPC and to public service and Resources Group staff.

TECHNOLOGY AND PUBLIC SERVICES

One of the most productive aspects of the successful delivery of public services is the use of technology. When seen as a means toward achieving services' objectives rather than as objectives themselves, technologies play an important role in providing library products and services. Over the past decade and a half, Columbia University Libraries have applied computer and communications technologies to library technical services activities. Currently, the Libraries are in the final stages of forming the link between machine-readable bibliographic data and the user through its online public access catalog CLIO (Columbia Libraries Information Online) project.

The advent of increasingly sophisticated information technologies is revolutionizing the methods of providing library and information services. It has also challenged the library and university communities with new issues in planning and implementation. The problems of visionary planning of technological resources to support public services are ones with which the Libraries will continue to grapple.

In order to investigate the range of technologies involved in the delivery of public services and issues pertinent to these sophisticated tools, the Study Team appointed the Technology and Public Services Task Force in the Summer of 1983. The charge to this Task Force involved three areas of investigation: 1) the examination of changes in scholarly research and communication, 2) the study of existing technologies, and 3) the investigation of new technologies. The Task Force also provided recommendations for continued technology planning.

To structure its work, the Task Force established a general definition of technology:

> Information technology encompasses all those machines, processes, and products that create, store, manipulate, retrieve, or transmit information in any form.

The Task Force divided into three subgroups and gathered its information using a variety of methods, including interviews, survey forms, literature searches, and opinion and perception exchanges. This work resulted in an extensive amount of information which the Task Force analyzed and developed into both general and specific recommendations.

General Recommendations

These recommendations are designed to promote coordination among groups and plans dealing with technology.

1. All planning for public services technologies, both current and future, should be integrated into the overall public services planning effort: technology should continue to be viewed as supporting a variety of public services objectives, and not as an objective itself. Responsibility for this planning should rest with the Services Group Director and the Heads of the Distinctive Collections.

2. The involvement of the Systems Office in technology planning should continue to be reviewed and systematized.

3. Responsibility and accountability for support, enhancement, training, information dissemination, and troubleshooting of each existing and new technology should be clearly designated, and resource persons and groups made available to all public services staff. The current decentralized pattern of support should be reviewed.

4. Equipment should be purchased as needed and as funds permit. Purchases should not be deferred solely on the basis of expected improvements in the next generation of equipment.

5. Staff who will be end-users of equipment, or who work with patrons who will be end-users, should be consulted on all equipment selections, as they are most aware of the features which are necessary to best support proposed uses.

6. Multipurpose, compatible equipment should always be considered as part of the planning process. In some cases, a unit may find acquiring separate machines or systems the best solution for a particular problem; in most cases, however, a single technology serving several purposes is a good investment.

7. Policies about service contracts and security measures for all equipment should be developed and disseminated. These should be reviewed and updated regularly.

8. Whenever new pieces of equipment or new technologies are proposed, space plans for their location should accompany the requests.

9. Access to and training for the online public catalog in all public service units should coincide as closely as possible with its implementation.

10. A variety of audio-visual equipment (film loop viewer, slide-tape viewer, videocassette player, audiocassette player, and so forth) seems to exist throughout the Libraries. An investigation of what is where, what is operable or repairable, what is regularly used and what could be housed elsewhere, and what is needed but lacking, should be done, with an eye to considering the establishment of a central Library location and inventory for such equipment. The 1979 campus inventory of media sources, prepared by Jo-Ann Michalak, should also be updated and reissued.

The following three sections summarize the work of the Task Force subgroups.

EXPLORING ANTICIPATED CHANGES IN SCHOLARLY RESEARCH AND COMMUNICATION

New technology promises to change the way the scholar acquires information. In order to acquire background information to identify and assess the impacts of these changes, the Task Force interviewed eleven

members of the Columbia faculty who were known to be interested in and knowledgeable about the applications of new technologies to scholarly work. The Task Force also reviewed the faculty questionnaires about the current and future use of technology which had been collected by the Presidential Commission on Information Processing. The Task Force considered data from recently conducted interviews with members of the chemistry faculty about their anticipated uses of new technologies as well as literature about changes in scholarly communication resulting from the introduction of computer technology. The resulting report covers four areas: current trends in scholarly research and communication, anticipated changes in these areas, the anticipated impact and implications of these changes for the Libraries services programs, and recommendations.

Current Trends in Scholarly Research and Communication at Columbia University

Sciences

In the sciences, scholarly communication is characterized by reliance on rapid dissemination of research results through small, informal networks of researchers working in the same area of study; heavy reliance on journal literature, particularly on materials published within the last several years; and collaboration with colleagues at institutions which are widely separated geographically. Publication in certain sciences is also marked by the quantitative expression of data and concepts and, especially in astronomy, geology, and the biological sciences, photographs, halftones, diagrams, and maps.

The first set of characteristics makes the use of new technologies, such as text editors and online data files, particularly appropriate for facilitating the process of scholarly transmission and dissemination. Adequate technologies to reproduce and transmit electronically the second set of characteristics have not yet been developed, although such development is underway.

Grants and other external funding sources have been available to support the purchase of main frames, minicomputers, and microcomputers in many of the University's academic science departments; monies are also available to support access to computerized bibliographic data bases as well as the development of data files to support individual research groups. In addition, of course, computers of all sizes are used for data collection, reduction, and analysis throughout the scientific disciplines.

Social Sciences and Humanities

In the social sciences and humanities, the creation, copying, and manipulation of data files also occurs, but is less universal and pervasive than in the sciences. The volume of grant monies flowing into these disciplines is also far less than in the sciences, permitting researchers in these areas fewer opportunities to purchase hardware and data. Data files do exist, however, particularly in the social science disciplines such as economics, business, and sociology, and are being developed in humanistic research as well. Although monies to support the creation of

large data files generally come from grant sources external to the University, some small files have been created without such support.

At the present time, the greatest obstacle to the use of computers by scholars in the humanities is the dearth of material available in machine readable form. Most research in this field depends upon books, journals, and other records that are more than a decade old, and there is little immediate prospect for entry of these items into machine readable form. Creation of data sets, bibliographic and otherwise, relevant to this field is difficult and expensive.

Certain branches of the social sciences do rely heavily on large statistical machine readable data files. Access to these statistical files is limited by the expense of creating or purchasing appropriate software to manipulate multiple large data sets and by the cost of storage and maintenance of these data. At present, the Center for the Social Sciences is Columbia's "library" for machine readable data used by scholars, teachers, and students in the social sciences and humanities. The CSS has knowledgeable and competent staff who assist patrons in locating and obtaining machine readable data sets, most of which are available through a consortium headquartered at the University of Michigan. Patrons can copy tapes obtained in this way and manipulate them on computers available at Columbia or elsewhere. The number of faculty who use the CSS is small, but those who know about it seem satisfied with the present arrangement.

Many faculty in the social sciences and humanities expressed dissatisfaction with what they termed a lack of commitment on the part of the University to new directions in the use of technologies. Some of those interviewed felt that Columbia was not meeting its responsibility to provide computer resources support for the research needs of all members of the community. One person commented that, because of the present general lack of computer availability, current non-use of technology cannot be justifiably viewed as a sign of its irrelevancy to any individual's work: if such resources were available, people would quickly begin to use them. (Note: The Report of the Presidential Task Force on Information Processing makes recommendations relevant to these points.)

Anticipated Changes in Scholarly Research and Communication

1. Given sufficient monies and computing resources, the creation and use of machine readable data files will increase substantially in the future, expanding scholarly output as such files

   a) are copied and analyzed for purposes secondary to those for which they were originally created;

   b) allow the gathering, manipulation, and analysis of data in ways not possible before;

   c) allow verification of original research results by reanalysis of primary material such as field notes, interviews, and so forth.

2. Certain kinds of data will be available only in machine-readable

files and will never enter the archives of print materials stored in libraries. A portion of this material, however, was never published in print form before; for this material (e.g., informal notes, telephone conversations), machine-readable files can preserve data that were generally unavailable to other scholars in the past.

3. Text editing capabilities will simplify the production of books and articles. In cases where scholarly collaborators have similar equipment, they can mail disks back and forth and revise them easily, instead of going through the cumbersome process of sending and retyping bulky manuscripts. The ease of producing reports of scholarly activities may increase their production, although this remains to be seen.

4. Scholarly collaboration may involve the use of software to control experiments or analyze results in several different laboratories or institutions. The development of such software may be considered part of a scholar's contribution to his or her field of research and disseminated as other research results are.

5. For the foreseeable future, the final results of scholarly research will continue to be published in monographs and the traditional refereed journals of the various disciplines. Although the trend toward increased availability of full-text online journals and reference materials may continue, there is no indication at present that scholars are prepared to accept them as a substitute for print materials.

6. Although not directly related to scholarly research and communication, the creation of computer-assisted (or based) instructional programs for drill on language and health sciences materials, dissemination of lecture notes as byproducts of files of this material in text editing machines, and the creation of files of "reserve" materials, formerly placed in library reserve collections, may facilitate fulfillment of the faculties' instructional responsibilities and reduce the time needed to meet them.

7. It appears likely that within the next five years networks of scholars working within the same narrow research areas may establish and maintain files of full text articles, preprints, informal communiations of research results or ideas, and bibliographic citations and abstracts relevant to their subject interest.

8. The creation and marketing of software for personal computers will allow the easy development of personal bibliographic files for the control of personal libraries; the creation of bibliographies for purposes of citation; and gathering of references to introduce students to the literature of a field. It is likely that more and more faculty members and researchers will begin to create such files in the next few years. It is also likely that a portion of the material in these files will come from records downloaded from commercial bibliographic data bases.

9. At Columbia, a University-wide network of electronic workstations, for both students and faculty, seems likely; this would facilitate both the instructional process, as faculty and students converse with each other via terminal with mutual ease and convenience, and intra-university scholarly

communication.

10. With the Libraries' online public access catalog and a possible circulation link in place, scholars will have access to a growing portion of the Libraries' holdings from many locations across the campus, and even potentially from their homes. As a result, demand for document delivery may develop, as well as demand for other similar online files (the Bookstore's inventory, for example).

Impacts on/Opportunities for the Libraries

Within the next five years, changes will occur in the following areas, albeit with relative slowness:

1. The availability of online full text journals, preprints, reference materials, and quasi-reference materials, will eventually reduce the quantity of print materials held, as libraries decide to forgo subscriptions to little-used materials and/or cancel multi-copy subscriptions. If costs decline and legibility of copies transmitted over telephone lines improves, similar reductions in the purchase of little-used materials may occur.

2. The trend from storage-based to access-based service will continue as online data bases proliferate and acceptable copies are available from text transmitted by telefacsimile, reproduced from optical disks, reproduced from microformat, or purchased from commercial suppliers such as Dialog, NTIS, or University Microfilms.

3. Although the Libraries probably will not become a centralized storage facility for data files and their related code books, nor provide the programming needed to manipulate, clean up, and analyze these files, the Libraries may have a role in maintaining bibliographic control over these files as they exist on campus, in creating a broader awareness of their existence, in referring patrons wishing to use them to the correct locations, and in exploring with potential users the purchase of heavily used files (whether produced by commercial vendors or scholars) for loading at the University. As scholarly networks develop which include communications not found in the print literature, it will be desirable to try to establish bibliographic control over this "literature" as well, although it is not easy to conceptualize how such control could be established and maintained. (The Data Base Policy Committee, newly appointed by the Executive Vice President of the University, is addressing many of these issues.)

4. The distribution of lecture notes created and distributed by faculty members and/or the mounting of files of "reserve" materials accessible by terminals in dormitories or academic departments may eventually reduce the enormous demand for library resources from the present "reserve" or short circulation collections.

5. As online data bases proliferate, and until software is developed or protocols changed to reduce the need to know many different protocols to access them, the Libraries will need to define its role in educating users concerning the existence of such data bases and providing them the skills

to access these files and use data found therein to create personal data bases, without the help of an intermediary (librarian).

The Libraries will also do more to educate patrons about the availability of online searching and other electronic information types and research methods, and encourage the patrons themselves to play a more direct role in designing and executing the search.

6. Downloading will raise complex issues of copyright and librarians may be required to be aware in new areas of copyright law and to maintain records and act accordingly.

7. The implementation of the online public access catalog and a circulation link will bring demands for document delivery. This in turn could lead to heavier use of materials (and consequently more frequent replacement thereof), particularly journal literature.

8. If the anticipated University-wide network of electronic workstations is installed, public services staff will certainly nook into the system, beginning to transform the Libraries into a Scholarly Information Center. The development of one such network is already being supported jointly by Columbia and the Columbia Presbyterian Medical Center through a planning grant from the National Library of Medicine.

9. There will be an important national role for university libraries to play in articulating academic needs and concerns on several important issues. The information industry's attempts to force the National Library of Medicine to raise Medline access rates for institutions in the for-profit sector and to limit the low-cost dissemination of governmentally-produced data bases could be counteracted. The academic community could bring pressure to bear on data base producers and vendors who charge rates in excess of fair market value. In another arena, universities may articulate their needs and demonstrate that a market exists for graphics packages and other software specifically designed to facilitate instruction.

Recommendations

1. The process for the continuing evaluation of the public service implications of new and developing technologies should be incorporated into the planning functions of the Services Group and the Distinctive Collections. Line officers have a basic responsibility, through close and regular contact with faculty, to continue to identify changes in the research, communication, and instructional programs of the University, to be alert to the use of new technologies in information creation, storage, manipulation, and dissemination, and to recommend indicated changes in public service programs.

2. The prospect of a University document delivery service, within the scenario of an online public access catalog and a circulation link, should be anticipated and explored.

3. The investigation of the online public access catalog's impact on all current library services should be explored and appropriate actions

taken.

4. The Libraries should study the feasibility and best method of bringing the University's data files and their code books under bibliographic control.

IMPROVING OR EXPANDING SERVICE OPPORTUNITIES THROUGH THE USE OF TECHNOLOGY ALREADY IN PLACE IN THE COLUMBIA UNIVERSITY LIBRARIES

The information on existing technologies came from a survey of all Department Librarians, Services Division Chiefs, Group Directors, Heads of Distinctive Collections and other selected staff. The survey questionnaires indicated that there is considerable need for changes or improvements in the current use of the Libraries' technologies.

After analyzing the questionnaire forms, the Task Force members interviewed a number of staff members with special expertise in the most frequently mentioned technologies. In its final report, the Task Force summarized the status of each of these technologies and made suggestions for present action and future planning. The recommendations of the Task Force deal with the technologies listed below. For further information, the Study Group recommends the Task Force report which includes detailed analyses of each of these technologies at CUL, a cost information sheet, a descriptive list of existing data base searching terminals, and a list by location of RLIN terminals and printers.

Microform reading equipment
Microcomputer and word processors
RLIN terminals and printers
Automated circulation system
Data base searching equipment
Patron-access photocopiers
Signs
Typewriters
Telefacsimile equipment
Automated reserves lists

PROVIDING SERVICES THROUGH THE INTRODUCTION OF NEW TECHNOLOGY

In order to assess how developing technologies and technologies outside the Library could enhance service programs, the Task Force gathered information from several channels. It reviewed the results of a local staff survey asking what new technologies librarians would like to see introduced; it also surveyed relevant literature and conducted interviews with directors of campus "technology centers" and with library staff.

From the data it assembled, the Task Force addressed three specific issues inherent in the introduction of new technologies. First, the Task Force provided a description of the University's current technological environment. This overview is an important resource as the Libraries are part of the University and will continue to operate within its budgetary

and spatial constraints, computing and communications environment and overall planning framework. The Task Force pointed out several areas of general concern which will impact on the Libraries as well. They are:

1. There is a lack of central planning and standards for technology implementation to support the instructional and research functions of the University, coupled with a lack of coordination of the administrative units which have university-wide technological responsibilities and impact. Technology acquired with grant funding is not viewed as a university resource, but rather as a personal and sometimes a Departmental property. Growth of technological applications in instructional and research computing is extremely uneven, with the highest concentrations of resources appearing in the sciences and grant-supported departments such as Business.

2. The University has no central approach to mechanisms which support the use of technology. There are no commonly accepted, widely-publicized standards for technology implementation, and no university-wide computer literacy program for staff or students (with the exception of the CUCCA courses which suffer from insufficient funding, staff, space, and hardware). There is a lack of R & D funding for investigation of technology potential, although there has been discussion of setting aside some University monies to be used by various academic departments for this purpose.

3. The communications network among the technologically active agencies on campus comprises some formal or informal committees and informal discussion among colleagues in various Departments. Although the Libraries are technologically mature, having been involved in computing since the late 1960s in a variety of internal and external large scale operations, it has until recently played a small part in the formal or informal communication networks and consequently has not been perceived by some campus departments as an agency that needs, uses, or understands the technology which affects information creation, storage, maintenance, or transmission. The recent work of the University Librarian, who perceives the University's lack of centralized technology planning as an opportunity for the Libraries to make for itself a vital role as the University's "lead agency" in information processing, is moving to change this concept.

The Task Force next raised questions that must be considered before new technologies can be introduced. These questions directly relate to the need for viewing technologies as possible means of attaining various public servoce objectives, rather than as objectives themselves. The Task Force Report examines these issues in more detail.

Finally, the Task Force submitted a number of specific recommendations.

Recommendations

1. An inventory and status report of the Libraries' plans involving technologies, whether these plans are in process or not actively under consideration, should be compiled and reviewed. Such a document could be reviewed and updated annually as part of the services planning effort. The Office of the Assistant University Librarian for Planning and Financial Services could prepare the initial inventory/status report.

2. Instructional programs for end-user searching and personal data base creation appear to have potential for attracting grant funding. If a decision is made that the provision of such training is an appropriate public services function, a proposal for such a program within the Libraries should be prepared and submitted to potential funding sources.

3. In order to better equip all services staff to participate in the technology planning process, the Libraries' computer literacy program presently in the planning stages should be reevaluated, completed and implemented.

The remaining recommendations derive from the analysis of the local staff survey forms and represent either the automation of current manual technologies, the enhancement of technologies already in place in the Libraries, or developing technologies that seem obviously relevant:

4. The implementation of an automated serials control system is highly desirable. For many disciplines, serials are primary literature and for many libraries in the system they represent the highest expenditure of collection development funds. As subscription, processing, and servicing costs escalate and resource sharing becomes more imperative, rapid, accurate, and system-wide access to serials holdings information is of prime importance in fulfilling public services functions.

5. The following improvements should be made in the Libraries' use of microcomputers:

A. Communications connecters should be attached to as many of the Libraries' microcomputers as possible. Some of the benefits derived from the use of these modems would be:

--Communication links among the various libraries in the system;
--Links between librarians and patrons elsewhere on campus;
--Use of CUCCA electronic bulletin board;
--General CUCCA access;
--Electronic mail (both locally and with persons located across the country);
--Interaction with curricular programs;
--Communication with the Publication Office for publications input.

Further, it is probable that in the future some data base suppliers will make their information available through tape vending and the sale of accompanying microcomputer search software; such access would make communication devices between microcomputers and mainframes imperative.

B. Microcomputers should be purchased and placed in several data base searching locations so that searchers can begin to experiment with downloading and the use of intelligent front-end search systems which simplify searching and improve cost effectiveness.

C. Various spread-sheet and other statistical capabilities, as well as file management software, should be available for use on public services

microcomputers, as needed.

D. A small selection of computer-assisted instruction programs, both simple and interactive, should be purchased and their applications studied. The Libraries should also study its future role in microcomputer-based CAI.

6. Although the technologies of video and optical disks are in their infancies, they should be considered for future (and perhaps, to some extent, present) library applications:

A. Disks are currently available which provide instruction via audio and video; such products (and the necessary accompanying equipment) should be considered for addition to the Libraries instructional program.

B. The Library of Congress is presently experimenting with video disk technology for high-density storage and preservation of printed matter and other media, as well as retrieval of materials so stored; the Libraries should look for local implications in LC's final report.

C. Optical disks can be used for retrieval and display of multi-dimensional publications, such as text or pictures (moving or still) accompanied by sound; exploration of the relevancy to public services' objectives of such disks, the expense of implementing their use, etc. is appropriate.

D. Optical disks are presently seen as the preferred medium for card catalog conversion. Again, the implications of the Library of Congress's experimentation, and other relevant studies, should be studied for local applicability.

University Library User Community Task Force

The Task Force on the User Community of the Columbia Libraries was charged with evaluating the composition of the clientele of the Libraries and assessing the way in which the needs of these users are satisfied. The Study Team recognizes that the successful development of public services requires a thorough understanding of the needs and demands of a diverse clientele and requires the ability to match the array of available services to those needs and demands. In order to achieve that understanding, the Study Team determined that the charge of the Task Force should cover three distinct activities: 1) measuring user needs, 2) assessing service performance, 3) developing an ongoing process of measuring and assessing user needs and service performance.

The actual work of the Task Force began with an interim study during which the Task Force members formed two groups. One group identified the Libraries' current practices in service assessment and reviewed these practices, noting their strengths and weaknesses. From this the group prepared descriptions of current service assessment mechanisms. The practices at CU Libraries were divided into three categories.

A. Informal methods

1. The informal mechanism can be verbal or written communication between users and library staff. The staff members involved are usually those who have regular face-to-face contact with readers.

   Characteristics:

   a. Informal user/staff contact needs many open lines of communication so that comments on service can be routed to the proper library unit.

   b. The informal mechanism provides information which is valuable for librarians but is difficult to analyze and impossible to tabulate. Librarians, therefore, tend to make decisions based on perceptions of public service rather than factual knowledge thereof.

B. Semiformal methods

1. Library committees

   Nine libraries had library committees (all Science Division libraries, Music, and East Asian).

   Characteristics of these committees:

   a. Committee membership is diverse, ranging from eight faculty members on the Engineering committee to one faculty member and the Chair of the Department on the Music committee.

   b. Communication abilities of faculty on these committees often determine how effective the committees are.

c. Committees serve varying functions ranging from simple advisory activity to serving as the serials selection mechanism (as is the case for the Geology group).

d. Library committees more often serve as a means for the library to communicate with the faculty rather than the other way around. During the reorganization of the Science Division Libraries, the library committees served as the primary vehicles for transmitting information about proposed library changes to the faculty and for eliciting from faculty members valuable reactions to these proposals.

2. Suggestion books/boxes/boards.

Twenty-two libraries or departments at Columbia used some form of suggestion mechanism.

Characteristics of suggestion mechanisms:

a. Users are generally encouraged to communicate comments on library services, facilities, or any other topic of interest by submitting their written comments.

b. Users are given the option of signing the comments or remaining anonymous. The anonymous suggestions do not receive a response at some locations.

c. All libraries using suggestion mechanisms felt they are valuable for service assessment. They provide specific information which can be documented and tabulated. Suggestion mechanisms also give readers a positive way in which to regularly communicate with library staff.

C. Formal methods.

1. Surveys.

The Task Force reviewed two earlier surveys which, while not designed by the Libraries, did provide tabulated data about library service at Columbia. The User Satisfaction Survey (Appendix C) was done for the President's Commission on the Future of the Libraries and the Columbia University Library User Survey Questionnaire (Appendix D) was required by the federal government. The Task Force received computer printouts containing survey data from the President's Commission report and from the 1982 government study. The Task Force quickly found drawbacks to using this data for the purposes of its study:

a. Although the compiled data could be correlated with user population figures available in the PSSST Interim Report, there were not sufficient variables for the purposes of the task force study.

b. The information provided by the two surveys did not represent

what the Task Force really wanted to know about service assessment because the two surveys were not designed by librarians as service assessment tools.

The second study group reviewed the literature and examined a sample of a survey done at Michigan State University with the result that the Task Force decided to construct its own mechanism. The Study Team is grateful for the advice of Professor Russell Winer who advised the Task Force on the questionnaire design and distribution. Two questionnaires were developed: one for faculty/graduate students; one for undergraduates. The questionnaires were then pre-tested and refined.

With the ground work established by the two interim study groups, the task force began to acquire data for service assessment. For the period of one month, the questionnaires were distributed and collected from a random sample of library users culled from the Columbia Users File, a combined listing of Registrar and Personnel information. The response established a significant percentage from which to make relevant analyses.

Because the Task Force understood that the perception of a service has as much impact as the actual service received, it also interviewed fifty staff members drawn from all levels of public and technical services: 32% of the members interviewed were public service librarians, 30% GA supervisors, 14% Union Supporting Staff, 12% SCATS, 12% technical services librarians. These interviews were conducted to assess the staff's ability to predict user perceptions of service and to determine whether staff and user perceptions coincided.

Both the user questionnaires and the staff interviews yielded a significant body of information. The user questionnaires received a 26% response rate, a level the Task Force determined to be significant and which demonstrated that the instrument used was of solid design.

Respondents also made a large number of written comments when answering many of the questions. The Task Force recognizes that these written comments are most valuable and it recommends that the comments should be widely circulated among Libraries staff.

Questions used for the staff interviews were designed to elicit from the staff its perception of user satisfaction. In most cases, staff members had little difficulty in identifying with the users. In comparing the results of the staff interviews with the user survey, the Task Force noted that the staff and users do not differ widely in perceptions of library use and user satisfaction. For example, 65% of both staff and readers surveyed felt the users were successful in finding a book owned by the Libraries; 77% of the staff and 78% of the users felt that books and journals met users needs; and staff and users closely agreed on library services known to users, i.e. ILL, searches, and book recalls being the best known. It is also clear that the staff tended to be more conservative in rating user satisfaction. For instance, 75% of the staff felt that the library was successful in meeting user needs as opposed to 82.5% of the users. The Task Force concluded that the staff interview mechanism is a fairly reliable indicator of user perceptions of library services.

Findings:

After reviewing the tabulated data and the written user comments, the Task Force identified several findings which the Study Team feels are worth highlighting.

1. Health Sciences Library differences. The raw data were tabulated with and without the Health Sciences Library responses. Several of the results differed significantly: users of the Health Sciences Library have a greater awareness of data base searching, less awareness of certain library services such as rush processing of requests and purchase request forms, and are more satisfied with the Library's physical environment.

2. Collection development. Over half the user respondents use libraries other than Columbia primarily because they hold materials not available at Columbia. Many reported that the books and journals at CUL do not usually meet their needs for a number of reasons, most often because the materials were too old for research. The Task Force feels the use of libraries other than Columbia and the dissatisfaction with the existing collection in some areas needs further study (see chapter on Collection Development).

3. Technological sophistication of users. Approximately one quarter of the total respondents claimed low experience levels with computers. 35% of the faculty respondents have access to personal computers.

4. Preservation/condition of library materials. 82% of the responses indicated that library materials were in usable condition. This finding raises questions about what "usable" means to readers. The Task Force feels that the impact of the preservation problem is not sufficiently understood by most library users and Libraries staff does not have the same perceptions concerning preservation.

5. Reference service. Nearly 90% of the respondents felt that the reference staffs were helpful. The Task Force raised the question, however, about how well reference services are marketed. Only 25.4% of the respondents list the aid of a reference librarian as a main use of the library. Only 60.7% of the respondents asked for reference service in the last two months. Furthermore, 64.1% of the respondents indicated that they came to the library to search for information on their own.

6. Knowledge of services. Many of the basic services such as book recalls and holds, book purchase request forms, and requests for rush processing of new books are not known to library users. The Task Force felt it is striking that so many readers are not familiar with these services.

7. Reserves. The perception was not as negative as both staff and Task Force members had expected; nearly 70% of the respondents indicated that they were successful in obtaining needed material on the first try.

8. Physical Environment. Only 46% of the Morningside users found the libraries conducive to study. The Task Force recommends that all staff members read the written comments to get a full picture of how dissatisfied

users are with all elements of the physical environment.

9. Tours and Lectures. The lack of positive responses to orientation tours and library class lectures indicated to the Task Force that further attention should be given to these services.

10. Library Hours. The Task Force felt that questions dealing with library hours should be read by departmental librarians since such a high percentage of respondents made comments on this issue.

Recommendations

From the data and the findings mentioned above, the Study Team makes the following recommendations.

1. Libraries which do not currently have a suggestion mechanism in operation should consider the value of implementing such a patron input device. The new suggestion book in the Business/Economics Library has created great user interest with over 50 suggestions in less than two months. The Study Team feels that suggestion mechanisms provide good public relations as well as a safety valve for user complaints. They also keep the lines of communication open between librarians and library users.

2. The survey results have yielded such a wealth of information that as many staff members as possible should be exposed to the tabulated data. The questionnaires should be distributed for review to appropriate staff in departmental libraries and Distinctive Collections. These questionnaires should also be returned to the Services Group Director for further review. The complete file of cross-tabulated questionnaire data should be deposited with the Services Group Director and made available to appropriate and interested staff.

3. The comments on the few collection development questions covered in the questionnaire were so varied that the Study Team recommends consideration by Columbia Libraries be given to further analysis of the collection and how it is used.

4. The Study Team recommends that Columbia University Libraries continue to survey users on a regular basis. Because the results of the staff survey correlated so well with the results of the user survey, the Study Team recommends that the Services Planning Group conduct similar staff surveys at two year intervals and full user surveys every five years. The results of these surveys should be analyzed and the results with appropriate recommendations submitted to OPC for discussion and action.

ARTICULATING LIBRARY SERVICES

Library services may succeed or fail because of the way users are informed about them; similarly, users fully benefit from and appreciate only those library services they know about and understand. With these concerns in mind, the Study Team instructed the Task Force on Articulating Public Services to examine and evaluate the ways in which columbia University Libraries acquaints its users with its programs and capabilities. For the purposes of its investigation, the Task Force defined "public services" very broadly to include all the resources, facilities, services, procedures, and policies that make up the library as the user knows it. "Articulating" was defined to include all those means by which the public services units of the Libraries provide information about, explain, interpret, and promote library services.

The Task Force found that the public services staff of the Columbia University Libraries are enthusiastic and persistent in their many efforts to inform users about the Libraries and that, within the constraints imposed by lack of staff and resources, they are doing an admirable job of articulating library services. As a result, many of the Task Force's recommendations consist of fine-tuning and encouraging our present efforts. The Task Force, however, also identified some significant gaps or weaknesses in library programs or in activities to articulate services and have made recommendations accordingly. More importantly, perhaps, the Task Force identified a number of basic principles that should guide all of the Libraries' efforts to articulate library services.

The following summary highlights the Task Force's conclusions and recommendations.

I. Guiding Principles

The following basic principles should guide all of the Libraries' efforts to articulate library services. Each principle is followed by a list of specific recommendations relating to it.

A. Principle: A well-informed, well-trained, motivated public services staff that is attuned to users' needs and skillful in interpersonal relations is the foundation on which all efforts to articulate library services rests. Without adequate levels of staffing and attention to staff education/information/training, it is impossible to deliver services, much less articulate or promote them.

Recommendations:

1. There should be a Services Group orientation program for new public services and SCATS. This Orientation would supplement the present Orientation for New Staff, should concentrate in greater detail on services issues, should include the Services Program Development Officer on the program, and should be offered frequently.

2. The following are recommended as topics for agendas of future

Reference Librarians' meetings:

Marketing Library Instruction
Facilities for and issues relating to service to disabled users
News and issues relating to data base services and resources
Microform resources in the CUL
Non-print media in CUL and University facilities

3. The Library Information Office should present a staff meeting annually to explain policies and procedures of access for unaffiliated and semi-affiliated users.

4. There should be a Data Base Searchers' Meeting on marketing data base resources.

5. In-house communication mechanisms, especially the University Librarians' Newsletter and the Services Policy Manual, should be fully and regularly utilized to keep staff informed.

6. The Data Base Services Committee should produce a Data Base Services Policies and Procedures Manual.

7. The Libraries and the Data Base Services Committee should continue to support and facilitate formal training for searchers and the distribution of data base information to non-searchers throughout the Libraries.

8. CAVSCON should compile and maintain an indexed, loose-leaf directory of media resources (hardware and software) in the Libraries and other University facilities.

9. A comprehensive, annotated, indexed directory of individual microform source collections and other major microform resources throughout the Libraries should be produced; it should be available in all public services units and should be a reliable reporting mechanism for notifying designated reference and departmental librarians of the receipt of these collections.

10. There should be mechanisms to improve and formalize communications between technical and public services departments; e.g., all decisions affecting the records in the RLIN and CLIO data bases should be communicated via a prompt, reliable mechanism to SAC/RLIN-CLIO for dissemination to public services staff.

11. Further study should be given to the problem of staff training (especially for non-professional staff), with an eye toward providing concrete assistance to supervisors seeking to improve and standardize training activities.

12. The key issue of staffing levels and patterns throughout the Libraries (not only in public services) must be addressed comprehensively and realistically if public services goals are to be met; in this study, consideration should be given to the service

implications of heavy reliance on non-professionals for reference service.

B. Principle: Successful strategies for articulating library services are user-oriented; they are aimed at specific groups and explain or promote library services from the user's point of view. We must recognize that librarians' and users' interests are often very different. Librarians must make a conscious "leap of imagination" into the user's head in order to see the library from the user's perspective and to tailor articulation efforts to that perspective.

Recommendations:

1. When designing activities to articulate library services, librarians should:

a. Place more emphasis on promoting library resources in specific disciplines or subject areas. A prime example of under-utilized resources is provided by major microform collections, which should be much more aggressively promoted by the Libraries. In addition, when promoting library services, such as data base services or microform collections, the Libraries should emphasize subject content.

b. Employ users', not librarians', vocabulary to describe library services.

c. Do more than simply announce services. They must make promotional activities more informational, educational, and persuasive. They must, however, walk a fine line between giving the user too little information and too much.

C. Principle: The most successful strategies for articulating library services take the informatiion to the people, rather than expect the people to come to the information.

Recommendations:

1. Utilize to the fullest possible extent University publications (such as Columbia University Record, Columbia Spectator, department, institute, or school newsletters, alumni publications), University media (WKCR FM radio, CTV cable television, CUCCA electronic bulletin boards), and University information networks.

2. Integrate library instruction into classes and into departments or school orientation sessions.

3. Utilize University distribution mechanisms.

4. Include personal contact as a primary, often essential, ingrediaent in the successful articulation of library services.

5. Make additional efforts to reach certain user groups, for example, disabled users.

Information about library services (not only special services) should be communicated regularly to the Office of the Special Assistant to the President for Student Affairs and Director of Handicapped Student Services for inclusion in its Handbook and in other counselling and information services. Non-visual media, e.g., WKCR radio, should be more heavily used in order to reach visually disable users with information about the Reading Center and other library services.

D. Principle: The student population and, to a lesser extent, the faculty are constantly changing, and they forget. Librarians should regularly re-announce, re-educate, re-establish contacts, and pursue articulation efforts to insure that these efforts are not wasted.

E. Principle: Coordinated, multi-pronged promotional programs involving various articulation "media" should be considered essential for articulating major changes in library activities or policies.

F. Principle: There can be a need, but no market, for a particular articulation activity. Under-utilized publications, poorly attended library instruction programs, etc., should be carefully evaluated to determine whether the fault lies with the activity (no need or market) or with the publicity (not reaching its market), and changes made accordingly.

II. Signage

The conclusions and recommendations, both general and specific, of the Signage Task Force should be acted upon, with the addition of the following recommendations:

A. An oversized, color-coded map of the campus library system should be designed for prominent placement (lighted cases where possible) in all libraries. Smaller black and white versions of that map should be available as "handouts" on display near these large maps and throughout the CUL. These maps should list all separate library designations that are currently being assigned in the catalogs.

B. Greater attention should be given to the design and placement of instructional signs for copy machines, microform readers, etc.

C. In designing the Libraries' sign system, note should be made of the positive and negative aspects of the sign system installed during the renovation of the East Asian Library.

The Study Team adds the proviso that if funding for the recommended progam is not available, alternative, less expensive solutions should be sought as soon as possible. For example, the Study Team suggests that the Services Planning Group coordinate an in-house signage planning project that would rely on library staff in each unit to identify needs and make preliminary designs and would receive assistance from a campus "expert" regarding wording, placement, design, etc.; maximum possible use of the local sign-making facilities should be made.

III. Library Instruction

The Task Force conducted an extensive survey in order to determine the characteristics and degree of success of the many library instruction activities. The major conclusions are summarized below.

A. The Freshman Composition Library Instruction Program has developed into an important program that reaches most incoming freshman students. The Study Team, however, feels that several aspects of the program merit further examination, particularly:

1. The heavy drain on the staff time it utilizes;

2. The lack of standardization in terms of the material presented and the manner in which it is taught;

3. the lack of coordination between librarians and composition instructors;

4. The lack of evaluation mechanisms.

The Study Team recommends that a Task Force be established by the Services Planning Group to examine the Freshman Composition Library Instruction Program in order to clarify its goals and objectives, to address the problems identified above, and to explore the possible applications of new technology, especially computer-assisted instruction.

B. Several groups are not adequately being reached by library instruction activities, most notably new faculty, upperclass undergraduates, foreign students, law students, and graduate students in selected departments.

C. There are 19 under-utilized programs that are not reaching their intended audiences.

The Study Team recommends that, in order to address these findings and the broader issues relating to the provision of library instruction, the Services Planning Group should articulate the general goals and objectives of the Libraries' instructional programs and should initiate a review of library instruction in each Division and Distinctive Collection. This review should draw on the relevant findings of the Articulating Task Force and the User Community Task Force. The purpose of the review would be to:

1. Evaluate the library instruction programs identified in the inventory as under-utilized, with an eye to changing or eliminating them.

2. Address the problem of library instruction for under-served populations, especially new faculty and graduate students.

3. Identify the staffing requirements for current and proposed programs.

4. Design evaluation mechanisms, where appropriate.

5. Refine promotional activities.

6. Explore the applicability of new technology, such as computer-assisted instruction.

IV. Publications

The following recommendations should be implemented in order to improve the Libraries' excellent publications program.

A. The Publications Editorial Board should take a more active role in the review of publications and in communicating information in both directions between SPDO and their constituencies concerning the content, format, use, and distribution of library publications.

B. Every library should have prominent and attractive display mechanisms for library publications. A staff member in each unit should be assigned to maintaining publications displays and local inventory; this staff member could also serve as primary contact person for communications between the unit and SPDO or the appropriate Editorial Board representative.

C. The continued application of various technologies to the production of library publications should be encouraged. Delivery of publications online should be explored.

D. All library-produced media should be produced only for specific, well-defined purposes determined by user needs and interests. Audio-visual media programs should not be undertaken lightly or without careful examination of just exactly how they are to be used, whether they are likely to be used, and whether they are indeed the best way to convey the information.

V. Marketing

Marketing strategy consists of three basic and equally important steps: identifying needs, developing services to meet those needs, and promoting those services. The Task Force examined and illustrated the application of marketing principles to the introduction of new technology into library services. Its recommendations regarding the promotion of data base services are summarized below.

A. The Data Base Services Committee should encourage and assist librarians in:

1. Contacting potentially interested groups to arrange demonstrations and other sessions on data bases.

2. Actively disseminating well-targeted information about specific data bases and online services via department/institute newsletters, the CUCCA bulletin board, faculty contacts, etc.

3. Producing shelf tags to indicate that an index on the shelf can be searched by computer.

4. Retaining a file of names and addresses of faculty and students who have attended demonstrations, requested information on the electronic mail system, etc., as a mailing list for follow-up contacts concerning new data bases or services.

VI. Formal Communication Mechanisms

Maximum use should be made of the following formal mechanisms to communicate with users:

A. Suggestion/complaint mechanisms: they should be prominently displayed and identified and should provide for individual answers to all user communications;

B. Formal "reply" mechanisms, especially the various user notification forms;

C. Library Committees;

D. Senate Library Committee.

VII. There should be routine review of articulation activities as part of the Services Group quarterly reporting process (with the emphasis on the quality and effectiveness, not the quantity of programs), in order for librarians to monitor and analyze their own efforts and to learn from the efforts of their colleagues.

Effects of Interdepartmental Relationships on Public Services

While the Study Team focussed its intellectual and physical energies on its namesake -- public services -- during the year and a half of the Team's work, the issue of technical support (ordering, searching, bibliographic control, processing, and so forth) came up again and again. It is unnecessary to belabor the point that readers are best served when library materials are acquired, cataloged, and prepared for use in a timely and efficient manner. Since a study of CUL technical support services was well beyond the Team's scope and ability, the group decided simply to emphasize the importance to public services of quality technical support, to recognize that there are some problems in this area, and to do some preliminary work which will hopefully foster more extensive, productive, and cooperative work in the near future.

The Team felt it could contribute most productively to quality technical support for public services by studying the characteristics of interdepartmental relationships between public services and technical support: if communication between public and support units is effective and plentiful, non-public services departments will be better able to understand and meet public services' needs, and vice versa. To this end, a task force was appointed to study the effect of interdepartmental relationships on the delivery of public services. The observations and recommendations of this group make up this chapter of the Team's report.

The Task Force to Study the Effect of Interdepartmental Relationships on Services

The group was charged with the study of information exchange between public service and non-public service departments. The Study Team asked the Task Force to identify clearly services provided to public service units by non-public service departments as well as public service staff perceptions of their needs from these departments; it also asked the Task Force to assess the effectiveness of communication between public services and non-public service units.

The Task Force used two separate questionnaires in conducting its study: one designed for services staff, the other designed for non-public services staff. The instruments were designed to identify services provided, services desired, the impact of unmet needs on public service delivery, communication methods, and opportunities for improving cooperation. The rate of return averaged two-thirds of those persons solicited: 34 public service questionnaires and 41 non-public service questionnaires were returned.

Analysis of data:

The non-public service staff believed that it would be difficult for their units to provide better service without increased communication with public services staff, appropriate in-house manuals of instruction, more staff, and improved procedures. Specific to the question of communication, they wanted more information from their public services colleagues; clarity and precision in requests received from public services were cited as the most desired communication improvement, both on an individual and a

unit basis.

Non-public services staff felt that peers in public service also needed better briefing on technical service procedures "in these times of great changes for technical services," and that they themselves needed more positive feedback from public services staff. It is interesting to note, however, that non-public service staff felt that, ultimately, new or improved services must come from renewed administrative commitments, rather than individual initiatives.

Public services staff revealed in their responses that, rather than desiring new services, they would like considerable improvement in several existing services:

1) Speed in processing books and serials;

2) Better turn-around time for rush cataloging;

3) More frequent mail deliveries;

4) Faster return of bindery items;

5) Precise analysis of various backlogs;

6) Faster personnel recruitment.

Delay in receipt of materials in public service units, understandably, was the most frequently cited outcome of unmet public service needs. The delay phenomenon appears to be an intradepartment, interdepartment, and user-related problem because, from delay, other problems follow:

1) Loss of bibliographic control;

2) Muddling of the accountability procedure;

3) Wasted effort;

4) Duplicated work;

5) Diverted psychic energy;

6) Reader complaints (cited by a high percentage of the public service respondents);

7) Decline in staff morale;

8) Increased conflict between public services and non-public services staff;

9) Lack of confidence in the system at large by users.

In describing methods and paths of communication, the majority of both public services and non-public services staff felt that existing avenues of communication - telephone, memo, personal contact, for example - worked

well for individual problems. A number of respondents, however, expressed concern that these paths were not sufficient to cover all needs: while individual problems can be resolved, the overall environment causing the problem remains unchanged. Many pointed out that communication about a problem does not mean resolution of that problem, and felt that the most effective communication lines are those designed to prevent problems.

Both public services and non-public services staff agree on several steps which can be taken to better meet their mutual needs:

1) Increase the distribution of Technical Services written policies to include public services staff;

2) Involve non-public services units in public services' decision-making when such decisions impact on Technical Services units and vice versa;

3) Implement fuller participation in a decision-making process that crosses lateral and hierarchical lines of production and management;

4) Increase cooperation through the exchange of personnel, workshops, and interdepartmental participation in decisions and committees;

5) Develop the ability to increase staff when implementing a decision requiring more manpower than exists.

Recommendations

1. Increased cooperation, to be achieved by:

   a) Joint problem-solving through the creation of interdepartmental committees whose composition is both lateral and hierarchical (e.g., a balanced selection of library staff from public service and non-public service units). This would include joint task forces appointed for a finite period of time whose charges include diagnosis and analysis of specific problems, and creation of realistic mechanisms to solve those problems. The Task Force is encouraged by the Fall 1983 CLIO committees' structure comprised of public services and non-public services staffs and the user community.

   b) Joint training programs such as:

      1) Workshops, tours, and orientations;

      2) Documentation and training manuals;

      3) The "buddy system" for purposes of updating information and skills

2. Increased awareness and articulation of the problems that face public services and non-public services units. The staff needs consciousness-raising and clearer lines of communication both

vertically and laterally.

3. Development and production of documentation and informational resources designed for "in-house" use that is clearly stated and well-written.

   a) Library staff directories arranged by function so that any staff member can match a problem to the individual most able to resolve it;

   b) Departmental liaisons: experienced problem-solvers;

   c) Wider distribution of lists of committees and task forces and their reports and recommendations.

PARTICIPATION IN COOPERATIVE ARRANGEMENTS

Among the many mechanisms employed by the Columbia University Libraries to provide effective service to its users are the cooperative arrangements made with other library systems and support organizations that make possible wide-ranging access to materials. The Task Force, in evaluating the existing arrangements for their impact on public services, focussed its work in several areas:

1. Identification of programs' utilization/under-utilization.
2. Identification of positive and negative effects on public services resulting from participation in these programs.
3. Identification of additional cooperative arrangements that could enhance current services at CUL.
4. Evaluation of Columbia's participation in each program based on analyses and consideration of Columbia's responsibilities to the research community.
5. Development of a process to evaluate CUL's participation in the cooperative arrangements on an on-going basis.

The Task Force investigated these issues within certain constraints. The time limit imposed by the study did not permit the implementation of an effective cost-analysis of the various cooperative arrangements. Also, the depository arrangements such as those for United States government and United Nations publications received in the International Law Library were viewed as outside the scope of this Task Force's study. The working arrangements with the Libraries of Barnard College, Teachers College, and Union Theological Seminary were also considered outside its purview.

After making a brief survey and analysis of existing "local arrangements" (formal and informal agreements entered into by a single Columbia library or group of libraries, but not having a system-wide application) and developing a descriptive listing of those arrangements, the primary work of the Task Force focussed on the four major cooperative arrangements in which Columbia University Libraries' participates -- METRO (New York Metropolitan Reference and Research Library Agency), NYSILL (New York State Interlibrary Loan), CRL (Center for Research Libraries), and RLG (Research Libraries Group), each of which was thoroughly studied. The Study Team endorses that Task Force report on each of the arrangements. A summary of some of their findings follows.

- "Local" cooperative arrangements. The various "local" arrangements made by the Columbia University Libraries are generally of mutual benefit to the institutions involved. No reason is seen to withdraw from or alter those arrangements at this time. The HSL contractual arrangements are cost-effective at present and should be continued. The Task Force is unaware of additional local arrangements which should be entered into at this time.

- METRO (New York Metropolitan Reference and Research Library Agency). Columbia's participation in METRO is satisfactory on several counts: it is a condition of the University's receiving Bundy money; it has fostered good relationships with other metropolitan institutions and the METRO courtesy card has proved to be an effective referral device

between libraries; staff members have found work on METRO projects and task forces professionally rewarding. However, The Cooperative Acquisitions Program (CAP) needs careful study and re-evaluation.

- NYSILL (New York State Interlibrary Loan). Columbia's participation in NYSILL is a costly operation on the Morningside campus but is cost-effective at HSL. Columbia's participation as a NYSILL resource library, however, may provide leverage for government-funded student aid. It is unclear whether this participation is required for receipt of those funds. New York State has been unresponsive to requests for increasing the amounts of per-transaction reimbursement, and Columbia must not be expected to continue to absorb the accelerating costs. NYSILL offers no real advantages to Columbia as a resource library, but it presents numerous disadvantages from a public service point of view.

- CRL (Center for Research Libraries). Membership in CRL is seen as a relatively costly, but probably essential, cooperative venture. The Center has national significance both as a storage depot and for its cooperative acquisitions program; its foreign newspaper and area microfilm projects are a means of building and preserving important collections for scholarly research. CRL offers real advantages from the public service point of view -- as an interlibrary loan resource (particularly for newspapers, foreign dissertations, and rarely held serials) and for its Journal Access Service. Concern has been expressed about the direction CRL's collecting policies have taken in recent years; those policies are now under review and the results of the study will be awaited with interest at Columbia.

- RLG (Research Libraries Group). RLG offers a wide-ranging and farsighted program for addressing the many problems which large research libraries face. A number of those problems are best solved in a cooperative context and it is important that Columbia take an active part in finding the solutions. The RLIN database has developed into a major bibliographic tool for public service work as well as for technical service activities. It will continue to be a vital public service resource at Columbia after the installation of the online public access catalog, and attention must be given to making the RLIN database directly accessible to the public. In the area of shared resources, interlibrary loan among RLG libraries is carried out through fast and effective procedures which assure liberal lending policies and prompt response to Columbia requests. Subsequent Study Team discussions of the Task Force's report endorsed the benefits to CUL of RLG's programs, a brief description of which is appended to this chapter.

Recommendations

The following recommendations of the Task Force are endorsed by the Study Team.

1. The Libraries' Operations and Planning Council should institute an ongoing review of major cooperative programs in which Columbia participates. It is suggested that either a standing committee be appointed for this review or an *ad hoc* committee be appointed for each

program as it is reviewed in turn. One program might be reviewed per year on a rotating basis, with the four major programs being studied in much the same order as presented in the Task Force report (i.e., METRO, NYSILL, CRL, RLG). Such ongoing review and affirmation of continued participation will provide a healthy perspective of those programs without undue effort.

2. The review proposed above should include a hard look at the METRO Cooperative Acquisitions Program (CAP) with an eye toward answering the questions raised in the METRO section of the Task Force's report; withdrawal from that plan should be given serious consideration.

3. The NYSILL review should be directed toward making the program cost-effective on the Morningside Campus as well as at HSL. Consideration should be given to the assumption that HSL could continue as a NYSILL node even if Columbia withdraws as a resource library in other subject areas.

4. CRL acquisitions policies should be re-examined in light of Columbia's present collection policies and needs and the decisions of the CRL Program Committee concerning its area programs and its original collecting goals. Further, Columbia's procedures for approving/disapproving CRL petitions for purchases should be reviewed and regularized as necessary. Columbia should continue to urge that CRL bibliographic records be entered into the RLIN database.

5. RLG central staff should be urged to provide more guidance and assistance to member-libraries in regard to training of public service staff in the use of RLIN. Further, Columbia should continue to review its training procedures for use of RLIN by public service staff and develop more effective guidelines for public service applications of RLIN, including the searching of the various special databases.

6. Early consideration should be given to introducing public access to RLIN terminals. This might be done in conjunction with, or as an extension of, plans for educating the public in use of Columbia's online catalog. Consideration should be given to designing responsibility for planning and execution of the foregoing program.

7. The need for unlimited access to RLIN should continue to be a prime concern of RLG members and Columbia should continue to press for weekend (particularly Saturday) access to RLIN for public service units now that increased computer storage capabilities are planned for installation at RLG in 1985.

8. Columbia should investigate the advantages, costs, etc., of having an OCLC "search only" terminal available in Butler Library. From a public service point of view this would be useful for interlibrary borrowing, for bibliographic verification, and for certain ready-reference searches (comparable to the use of commercial databases).

PLANNING

Requisite to the success of any future public services endeavors is a mechanism for the continuing evaluation of current activities and planning of future ones. The Study Team considered a number of planning mechanisms which would be additional to the structures which currently exist. It feels, however, that CUL's effective organizational structure already provides mechanisms most appropriate for continuing these activities. It recommends that the Services Planning Group be augmented by membership of the Heads of the Distinctive Collections and that this group continue to assume responsibility for monitoring and evaluating current public service activities as well as for developing and implementing new ones. The effectiveness of this group will be critical to the future success of library and information services at Columbia.

Essential to the achievements of this Planning Group will be its communications mechanisms in all directions. It must be clear in articulating its goals and objectives as well as its expectations. The Study Team recommends that this group report quarterly to OPC and that highlights from this report appear quarterly in the University Librarian's Newsletter.

It further recommends that in order to communicate planning activities effectively, all Study Team recommendations which are approved for implementation be delegated to specific individuals and groups who should submit quarterly progress reports to OPC.

The Study Team wishes to emphasize that it feels strongly about the responsibility of every individual professional staff member to participate in the planning process. Each individual must be encouraged to direct ideas and opinions to appropriate members of the managerial staff, who are also responsible for working with staff members to develop ideas as well as for directing these ideas to the Service Planning Group. Successful management and planning cannot operate in an environment in which the free flow of ideas is not encouraged. Neither can they operate in an environment in which all staff members do not take the responsibility, and assume the accountability, for planning activities. Staff meetings at all levels in public service units should encourage the development of new ideas and new approaches to solving problems.

The complex and ambiguous nature of the environment in which CUL operates demands flexible planning. Planning in a large research library demands different approaches from the traditional methods used in the corporate world. Likewise, measures of success and failure differ greatly from those often used in other sections of the economy. The outline that follows is intended only to provide a general approach for services planning at CUL.

- Each year the Services Planning Group should review the public services mission statement and make changes as appropriate. The revised statement should be distributed to OPC members and all professional public services personnel.

-The Services Planning Group should then annually prepare a written

state-of-the-environment statement, which should include input from the other Group Directors and Assistant University Librarians.

- The Services Planning Group will then review current objectives and prepare specific short and long range objectives.

- Each Distinctive Collection, Division, and Department will review and revise its objectives annually based upon the work of the Services Planning Group.

- All public services objectives will be reported in the annual report of the Director, Library Services Group. Progress on unit, Division, and Distinctive Collection objectives will be reported in the appropriate annual reports.

It is important that a differentiation be made by type of objectives. Both routine maintenance objectives and development objectives should be developed and treated separately.

The Study Team recognizes that most of these planning activities are outside of the experiences of many staff members, some of whom are unfamiliar with or lack confidence in their ability to display the skills needed to do effective planning. Thus, it recommends that formal training programs for planning be developed and presented on a regular basis to all professional staff in public services and in other units in which planning structures exist. The Study Team recommends that the Libraries investigate sources (such as OMS) which might be available to present this type of program so that it could be instituted as soon as possible. Consideration should also be given to the possibility of developing effective training for planning programs with other units of the University and to the feasibility and desirability of offering these programs for a fee to staffs of other libraries.

Communications

In its discussions the Study Team observed that one of the issues which arises in all of the task force reports and resulting discussions is communication, and it appointed a small group which examined the Libraries' various means of communication. The group examined questions such as: How can communication among planning efforts be coordinated? What mechanisms can be used to report on the progress and status of task forces and committees? What mechanisms need to be developed to better inform all staff about current Libraries activities? What is the responsibility of the individual?

In considering these issues, the group based its recommendations on the following assumptions:

1. Public services planning should be done in coordination with Technical Services and Resources planning;

2. Existing mechanisms are basically effective and should be used whenever possible;

3. Many current mechanisms, especially within the Services Group, are generally effective and reliable although improvements need to be made in all areas. Cross-communication with Technical Services and Resources personnel requires the most attention.

Recommendations

1. University Librarian's Newsletter should include a column on task forces and study groups; each such group should be required to report on its progress at least once a quarter. The format of this column should be consistent, reliable, and recognizable.

2. There should be a registry of all task forces, with membership and status on file in the word processor in the Planning Office.

3. The Services Planning Group should develop a simple system to assign a member of the public services staff to each new professional and SCATS non-public services staff member. The objectives of this "buddy system" should be to present information about CUL public services activities and programs in a positive manner and to enable the non-public services staff member an early opportunity to learn of his/her role in the delivery of these services.

4. Electronic mail should be explored for rapid communication of information to public service outposts.

5. The Group Directors and the Heads of Distinctive Collections should comprise the major planning body to be coordinated by the Planning Office.

6. Slight changes in OPC's procedures such as focussing meetings on

specific issues may make it more effective as an informational body.

7. Each operating unit of the Libraries - Public Services, Technical Services, Distinctive Collections, and Resources - should be assigned a section in the University Librarian's Newsletter which should appear monthly.

8. Basic statistical information, in addition to that appearing in the Services Group and Distinctive Collection quarterly reports, should be reported quarterly by the Technical Services and Resources Groups to the entire system through the channels now used by the Distinctive Collections and Services Group. A list of representative desired management information follows.

DESIRED MANAGEMENT INFORMATION

SEARCHING

- Average length of time from receipt of order to completion of searching: by priority level
- Number of duplicates: by department
- Size of searching backlog: by priority. Number of volumes, projected time to completion
- Average length of time from receipt of material to completion of searching: by priority level
- Percentage of items for which copy is found: by type of material
- Locations and descriptions of backlogs
- Number of items requested by readers, age of items (from receipt date), percentage not located

BIBLIOGRAPHIC CONTROL

- Average length of time from receipt of material until cataloging completed: by priority
- Average lenth of time from cataloging of material until input in RLIN
- Average length of time from input into RLIN until 1) receipt of cards, 2) distribution of cards to departments
- General Library (GL) filing backlog: number, time to completion - serials and monographs
- System-wide withdrawal backlog from Union Catalog: number, time to completion
- Serial adding backlog: by department
- Serial analytics backlog: by department
- Card replacement backog: by department

BOOK ACQUISITIONS

- Time from receipt of order to order placement: by priority
- Problems or delays with individual dealers/approval plans/blanket orders
- Time from receipt of invoice to issuance of check
- Size, locations, and descriptions of backlogs

SERIALS ACQUISITIONS

- Time lag from receipt to placement of order: by priority, by type
- Time lag from receipt to placement of claims
- Claim follow-up schedules
- Time between receipt and accession: by priority
- Size, description, and location of backlogs
- Problems, delays with vendors

MATERIALS PROCESSING

- Time between receipt of material (from binders) and routine processing
- Time between receipt of unbound materials and shipment for binding
- Time between shipping and receipt of binding: by vendor, by priority
- Problems, delays with vendors

RESOURCES

- System-wide budget balances
- Desiderata backlogs: by type (i.e., replacements, microform sets, etc.)

PRESERVATION

- Filming queues
- Repair queues: by type

STAFF TRAINING AND DEVELOPMENT

Although the Study Team did not specifically set out to investigate issues of staff training and development, the work of several of the Task Forces and ensuing Team discussions have affirmed the lack of and need for formal public services staff training and development at the Columbia University Libraries.

Orientation

As the Task Force on Public Services' Articulation of Library Services commented in its report, mechanisms for providing staff with information about the Libraries' public services and with a sense of the "larger picture" of policies and goals are especially important for new staff members. The Study Team endorses this viewpoint and recommends that the Services Group offer orientation sessions for new full-time public services staff at least twice a year. The Team further recommends that the program be developed by a small Task Force chaired by the Head, Service Program Development Office (SPDO), and that the Task Force include representation from the three Divisions and the Distinctive Collections. Plans for the program, after approval by the Services Planning Group, should be implemented by SPDO.

The Study Team supports the current efforts of the Services Planning Group to arrange a meeting of staff who are responsible for individual service unit operations on weekends and evenings. Such individuals need additional orientation and training as well as acquaintance with one another in case of emergency. The Study Team recommends that such meetings be held at least once a semester, near the start of each term.

Skills Training and Staff Development

Two major skills training programs are currently supported for public services staff:

—data base searching skills training, which is administered by the Data Base Services Committee, and

—General Assistants' (GA) training held at the start of each semester in individual units.

In order to better coordinate the latter, the Study Team recommends that the Head, SPDO, review all of the GA training manuals presently in use and produce a "common core" manual to which individual unit sections can be appended locally. Stored on a word processor and updated annually, this core manual will relieve the necessity for each unit to "re-invent the wheel."

Training of non-professional support staff also now takes place on the local level. All public services support staff members who have contact with the public must be well and thoroughly skilled in handling interpersonal contacts. Although some basic guidelines for dealing with "difficult" patrons are in the Services Policy Manual, no further attempts to increase skills and confidence in patron relations have been developed. The Study Team commends the present efforts of the Butler Library Access

Services managers to develop a meaningful program for its staff and it recommends that the Assistant University Librarian for Personnel assess the program after its presentation and take responsibility for presenting it, or something similar, to all public services staff on a regular basis. The Study Team further recommends that the AUL for Personnel re-evaluate workshops presented in the past on performance appraisals, interviewing techniques, union contract interpretation, etc. and sponsor presentation of them, or similar sessions, to supervisory staff members on a regular basis.

The Study Team is most impressed with the Libraries' commitment to staff development as evidenced by the several OMS Basic Management Skills sessions offered on-site in 1982 and by the continued sponsorship of staff members' attendance at Advanced Management Training sessions and professional conferences and seminars. It applauds the Libraries' recognition of the need to train staff members to enable them to cope with current situations and grow to assume emerging ones. It also recognizes the importance of sustaining the level of enthusiasm and motivation engendered during the on-site Basic Management Skills presentation. Because of the normal rate of staff turnover, the restitution of several positions eliminated in budget cutbacks, and the addition of Avery Index staff and staff funded for specific projects, there is a significant number of staff members who have assumed their positions after 1982. The Study Team recommends that OPC consider funding the presentation of Basic Management Skills sessions on-site on a regular basis, and that other appropriate development activities be identified and funded. It further recommends that these sessions be made available to non-managerial staff and to SCATS and that they be opened to staff from other local research libraries.

As new responsibilities are assumed by present staff members, the need for development of various types of skills and knowledge emerges. One pertinent area identified by the Study Team is planning. More than ever, CUL is calling upon its staff to engage in strategic and long-range planning activities; in many cases, however, staff members do not have the appropriate knowledge or skills to engage effectively in planning. This is only one of many areas in which staff members need institutional support for training and development. The Study Team recommends that OPC appoint a standing committee to regularly identify areas of development needs, to recommend appropriate training opportunities and levels of support, to provide information to the staff about these opportunities regularly each semester, and to encourage all staff members to be more self-directed in identifying their training needs and appropriate channels from which to obtain assistance. The Assistant University Librarian for Personnel should serve as an ex-officio member of this standing committee.

Responsibility for Identifying Training and Development Needs

Managers, supervisors, and project directors should all be aware of their responsibility to identify staff training and development needs and to act accordingly, either by recommending the sponsorship of an individual staff member at an appropriate meeting or training seminar or by bringing the need for more generalized training and development to the attention of the Services Planning Group.

All individual staff members should also understand their responsibility to make their supervisors aware of their individual needs in this area. The Study Team recommends that the Services Planning Group sponsor an annual meeting for public services staff to update them on current activities and to discuss training and development needs and plans.

REFERENCE SERVICES

The important role of reference services should continue to grow in the future. With the number of changes anticipated in all research disciplines and the proliferation of information sources, there will be an ever-increasing need to identify and provide access to many varieties of information. Demands on reference services will include greater in-depth subject knowledge, greater awareness of an ever-growing set of resources, and a greater amount of time to be spent with patrons.

I. Definition of Reference Services

Recognizing the current and future importance of reference services as a prime concern of the library public service, the Study Team reviewed the 1972 study by Booz, Allen and Hamilton which analyzed the types of reference services provided by the Libraries and provided standard definitions. In that study, three levels of service were defined:

1) Primary, first-line services to help library users understand and utilize the immediate facility and available information resources. Includes:

   - explanation of library rules, regulations, and procedures
   - directory assistance in identifying location of required facilities, services, or materials
   - assistance in general use of catalog

2) Intermediate, second-line services to interpret resources in terms of specific, individual information requirements. Includes:

   - identification of required materials through use of bibliographies, indexes, abstracts, or other bibliographic tools
   - determination of materials available locally through the use of holding lists, catalogs, or other tools
   - interpretation of library files and records
   - location of materials not available locally
   - instruction in the use of library tools, resources, and services
   - assistance in determining answers to requests for facts, data, addresses, or other information problems of a general nature.

3) Advanced, third-line reader services to serve the sophisticated information needs of the academic community. Includes:

   - advising and counselling faculty and students to capitalize on library resources and services in dealing with specific instructional and research problems, such as the strategy for a thesis
   - providing detailed, in-depth reference assistance by subject-competent specialists
   - relating library resources to instructional programs by working in planning projects, developing curricula, making presentations in classrooms, and making the library a teaching laboratory
   - developing relations with and among reader units aimed at coordinating programs, collections, and services; monitoring the

flow of user requests and the success with which they are handled; and sharing mutually useful information on professional and organizational topics
- planning, developing, and operating current awareness activities such as annotated lists of new acquisitions or SDI programs.

II. Planning Assumptions

In considering the potential of reference services, the Study Team developed a series of assumptions which will guide planning in this area.

- The Libraries will continue its traditional and primary role of providing bibliographic access and document delivery to users.
- The Libraries' traditional relationship with the process of scholarly communication is changing.
- The Libraries will and must continue to stress user self-service over staff-mediated service
- Users and service staff will rely on an increasing diversity of externally provided services to meet their information needs
- Libraries will play a greater role in training and informing users of information resources as it assumes its role in the Scholarly Information Center
- The types of services required by users in each of the three major disciplines (Humanities and History, Science and Engineering, Social Sciences) will continue to diverge.

III. Findings of Interim Report

The preliminary study of library services yielded information on specific situations that currently exist in reference services. Among these findings were:

- An uneven level of reference coverage exists from unit to unit.
- Staffing does not always correspond to user patterns. Staffing in some units is heavy in the mornings even though the user survey shows that people use the libraries most in afternoons and evenings.
- Many of the inquiries are directional in nature. Staff perceptions, as well as the user survey results and reference samples, support this.

IV. Issues

In examining the current quality and availability of reference services, the Study Team has identified several areas needing attention and recommends to the Services Planning Group the following measures for achieving improvement:

1) Standardize written policies throughout the system. This includes current policies for telephone reference, for shelf-checking, for out-of-state inquiries, etc., as well as for future policies such as handling electronic mail requests.

2) Evaluate reference services in a non-quantitative (i.e.,

non-transactional) manner. Definition of the objectives of each level and type of service and development of appropriate methodologies to measure effectiveness and satisfaction are necessary.

3) Set priorities for current services, identification of potential new services, and establishment of a decision-making process for adding and dropping services or for providing the same service in different ways. The development of new services such as end-user training and subject counseling services will be especially important as the Libraries move from collection to access bases.

4) Explore the resources necessary and available to each level of reference service.

A. Identify services, such as information desk activities, that can be handled by non-professionals. Examine the role of the reference intern program as a source of support. Investigate the possibility of tasks being made more efficient with technical support such as word processors or microcomputers. Experiment with "information" desks as distinct from "reference" desks. A new category of staff member can possibly provide "information" services.

B. Consider the marketing of reference services and the question of whether resources are capable of meeting increased demand. Examine also needed improvements in signage.

C. Review staffing patterns to ascertain if current patterns are appropriate. The user survey shows heavy use of the library at night, but the inventory shows decreased levels of reference coverage during those hours.

D. Work with the Technical Services Group to develop new methods to deal with identifying and retrieving materials in the backlog and new solutions to processing delays. The problem of the growing amount of time being spent by reference staffs to deal with these problems must be acknowledged and solved.

5) Examine staff training in conjunction with the Standing Committee on Staff Training as recommended in the chapter on staff training and development.

6) Continue to work with User-Services group at CUCCA for mutually beneficial coordination of the User-Services group technological expertise with traditional Libraries' reference service functions.

7) Develop a quarterly review of services in which the Division Chiefs, Department Librarians, and Heads of the Distinctive Collections would each provide a quarterly analytic review of trends, changes, problems, and potential new services to the Director of Services, who would analyze these reports in the quarterly report to the University Librarian. These reports should include input from all members of the staff, including reference

librarians, bibliographers, and "liaisons"; it should be the responsibility of the Director of Services to establish such mechanisms to ensure these reports are made.

8) Compile information from and about faculty research, programs, and instructional trends annually. This report, which should be submitted to OPC, would also contain information from faculty about their future information needs and their use of technology. The Services Planning Group should be alert for trends in current reference services: increased demands for certain kinds of services, new services, etc., and devote a portion of their interviews and reports to assessing current reference services to the interview group.

Equity of Service

Equity of service delivery is an important emerging issue and must be examined in depth. The following statement outlines the dimension of the perceived potential situation.

Traditional research and instruction patterns are changing at varying rates and in different ways in all areas of scholarship. As the information needs of persons working in different disciplines continue to diverge, and as the number of sources and types of information available continue to increase, the need for a growing multiplicity of information services offered by research institutions will become more urgent. Research librarians (and computer center directors) face a critical question: how can an equitable set of services be provided to user groups whose basic service needs will differ radically?

Some basic information services will continue to be needed by all members of the research community. These services include (but are not limited to):

- access to facilities
- access to the institution's bibliographic records
- access to the collection of materials (in all formats) to which the institution continues to add.

This implies:

- maintenance, security, and preservation of the collection
- circulation and reserve services, including searches, recalls, holds, and obligations of users to pay fines
- reference assistance: directional, catalog assistance, informational (i.e., factual), locational (including inter-institutional), single- or multiple-problem oriented
- obtaining material not available locally (ILL)
- current awareness through library-produced publications in all formats, including a/v and electronic.
- basic user education
- intermediated data base searching (not including out-of-pocket costs of the search)

Other library and information services will continue to be appropriately demanded by only some segments of the University community and each service will have its own unique set of clientele. These discipline-specific services, some of which may be quite costly to provide, will include, but not be limited to:

- end-user bibliographic data base search training
- document delivery
- in-depth subject information source consultations
- technical advice about machine readable data files

The Study Team recommends that the Services Planning Group investigate and experiment with methods of solving this growing condition. It further recommends that the Services Planning Group examine the potential of internal and external fee-based services. A list of currently provided basic and fee-based services is appended to this chapter.

BASIC SERVICES

Reading/study space

Coat checking (Butler only)

Access to materials:
- Materials selection
- Materials in stacks
- Materials in alternative formats (e.g., microform, media)
- Current materials, such as journals, working papers, etc.
- Retrieval of materials in process
- SLIDS
- ILL (selected)

- Shelving/reshelving materials; shelf-reading to ensure order by classification number, shifting to provide growth space, etc.
- Maintenance of accession systems (esp. for serials) to ensure prompt receipt, claiming, etc.

Protection of materials
- Security systems
- Preservation programs
- Binding, rebinding
- Maintenance of privileges system to control use of collection by non-CUL affiliates

Circulation of Materials
- Renewals
- Recalls
- Holds
- Searches

- Fines/blocking systems to ensure availability of materials

Reserve reading services

Maintenance of a bibliographic access system to materials at CUL
- Provision of access to this system through card catalog/CLIO

Access to information
- Provision of access to bibliographic records of materials held in other institutions: printed and electronic access
- Access to materials and information contained in the materials held at CUL and elsewhere:
- Indexes, abstracting services, reference materials (print, electronic format: ready reference)
- Professional staff assistance in locating and using these materials

Staff Reference Assistnace:
- Directional/locational
- Catalog: card, CLIO, IPL, RLIN
- Advice on finding specific types of materials/information, including ready reference use of data bases
- Scheduled consultations

Current Awareness Services:
- Publications: guides, maps, subject bibliographies, newsletters for faculty, Record inserts, general information
- Data base news on BBOARD
- Some acquisitions lists
- Some current contents services
- New book shelves
- Bulletin boards
- Displays

Formal User Education Services:
- Scheduled orientation sessions
- Scheduled and arranged tours
- Freshman Composition Program
- Subject lectures in classes
- Term paper advisory service
- Scheduled subject lectures open to entire Division or University community
- End-user data base searching training (very limited experience)

SERVICES FOR WHICH CHARGES ARE IMPOSED

Photocopying:
- Coin-operated copiers for paper-to-paper, microform-to-paper
- Mediated services: paper-to-paper, paper-to-microform, microform-to-paper, fiche-to-fiche

Circulation:
- Keeping materials out beyond due dates

ILL:
- UMI dissertations for CUL patrons
- Loans to non-RLG users (NYSILL, mail, etc.)

Privileges:
- Borrowing privileges
- Extended use privileges (beyond 14 days per semester)

Data Base Searching:
- Mediated searches; costs plus surcharge

COLLECTION DEVELOPMENT AND MANAGEMENT

In any study of public services it is difficult to ignore issues of collection development and management. Because it was not the major focus of this study, however, the Study Team determined not to investigate this subject but chose rather to recognize the importance of its relationship to the delivery of services, to acknowledge that there are some problems in this area, and to encourage, by the few remarks in this chapter, further work and study at a later time. In addition to the recommendations which appear in several other chapters of this report, the Study Team offers the following comments.

The group is cognizant of the staff shortages which have existed for many years in the area of collection development and management; this shortage exists not only in the total number of staff resources available for selection and collection development and management activities but also in the amount of time each selection officer (who has other primary service responsibilities as well) has available to expend in these areas. The Study Team is particularly encouraged by the following recent events.

A. Announcement of an additional full-time Bibliographer for Butler Library. The Study Team recognizes that two Bibliographers will still not provide enough resources to do the job sufficiently. However, it feels that the doubling of staff resources in this area, coupled with the renewed interest and input from faculty through the newly-established Library Liaison Program in the Humanities & History Division, will significantly improve the quality of activities in this area. The Study Team recommends the establishment of a similar liaison program in Lehman Library to improve the quality of faculty input and to help compensate for the reduction of Bibliographer hours available to that unit.

B. Evaluation of the performance of a major approval plan vendor, change of vendors for firm orders and for Oxford and Cambridge University Press imprints, consideration of change of vendors for U.S. university press imprints, and establishment of approval plans for Spanish, Italian, Latin American and Japanese imprints. For many years, public services staff, selection officers, and bibliographers have reported anecdotal information from users and their own experiences about the poor quality and lack of timeliness of deliveries by some vendors. Use of the RLIN system to report items requested by readers at reference desks and at the Interlibrary Loan Office and found not to be at CUL but at other RLG libraries, as well as to conduct timeliness studies has verified these perceptions. The Study Team recommends continued monitoring and quarterly written reports to all professional staff on the status of all vendors' performance and consequent Libraries actions.

C. Funding of reference use of data bases from resources budgets. The Study Team is encouraged by this unique enlightened attitude and wishes to acknowledge its importance to service delivery.

D. Activities of the Resources Committees in 1983/84. The beginning of work to develop a written Collection Policy statement, vendor

performance analysis, and inter-committee meetings are reported by all participants to have been very successful and useful. The Study Team recommends continued direction of these Committees as effective vehicles for improvement of collections and services at CUL.

E. The increase in resources funds available for 1984/85. The Study Team is aware that, given the current strong position of the U.S. dollar, the increase in the book and materials budgets for the coming year represent an opportunity to considerably strengthen the quality of the collections. It is hopeful that the increase of positions in Technical Services will permit these materials to be processed and available for use in a more timely fashion. The Study Team recommends that the Resources Committees continue to explore areas in which collection strengthening on-site at CUL are most appropriate. It further recommends that all large purchases made at the end of each year be listed in Department, Division, and Gifts and Exchanges annual reports with a brief description and indication of location and distributed to all public services units in order to promote staff awareness of and effective access to these significant acquisitions. It also recommends that reports be made in January to the Resources Committees about large purchases under consideration for purchase. The minutes of these meetings, as well as those of all Resources Committee meetings, should be distributed to Heads of Distinctive Collections, Division Chiefs, and Department Librarians.

F. Availability of funds for preservation activities. The Study Team is aware of the many preservation activities in the Columbia University Libraries and yet the small percentage of problems even those activities can address. It is encouraged by the financial support available from New York State and looks forward to the construction of centralized filming facilities being established by the Council of Library Resources and funded by the Exxon Foundation.

G. Posting of the newly-funded position of Resource Development Division Chief. The Study Team recognizes that this position will be critical in assisting the Director of the Library Resources Group and in providing, at last, sufficient staff resources with which to monitor and evaluate the Libraries' collection development and management activities locally, regionally, and nationally. It will also provide the opportunity to centrally follow research trends which impact on work at Columbia (including the statements of interest in President Sovern's last annual report) and to work with Technical Services in setting priorities, some of which currently appear to have an English-language bias. The Study Team recommends an early start to these activities through whichever methodologies and mechanisms the Resources Group chooses as most appropriate.

Comments made by the respondents to the User Survey on the subject of collection development are too varied to be meaningfully reported here. Individual questionnaires have been distributed to appropriate CUL managers. The Study Team recommends that every selection officer and bibliographer review the comments on the User Surveys.

Several highlights of the responses are worth reporting here so as to

provide direction to the evaluative studies recommended above.

Use of libraries other than those at CUL:

57.5% of the respondents use libraries other than those at CUL, many of those for recreational reading.

Of these, 60.7% say they do so to use materials not available at CUL.

Utility of books and journals at CUL:

22% of the respondents reported that these materials do not usually meet their needs.

Of these respondents:

41.2% said the materials were too old for research;
28.9% said the materials were not sufficiently in depth;
12.6% said the materials were too limited to English language titles;
25.9% said the materials were not international enough in scope.

The Study Team feels that these results are important for future collection development and management activities but stresses that the results cannot be used out of context. It is important that all of the actual responses, many of which are quite specific (and repetitive among themselves) about the nature and types of materials lacking at CUL, be studied. Trends other than those noted above, which include comments about shallow and/or biased collections in particular in Business, Butler, Lehman, and Psychology should be investigated and studied.

PHYSICAL FACILITIES AND SPACE PLANNING

One of the planning assumptions made by the Study Team was that the need to upgrade physical facilities will continue. In its deliberations the Team focused on two points: the need to improve the quality of the space now being used and the need to better utilize and plan for future uses of space in the Libraries. This chapter will deal with each of these concerns.

Physical Facilities

The results of the User Survey highlight the need for the Libraries to continue to upgrade its physical facilities.

- Only 46% of the users on Morningside found the Libraries conducive to study.

- Only 12.3% overall (and only 6.7% on Morningside) felt that the Libraries need do nothing to improve its physical environment.

These results, which are underscored by the frustration expressed in the comments of many respondents, correlate with those of the Libraries' staff sample group.

Based upon these results and comments, observations by the members of the five Task Forces and the Study Team, and other planning assumptions stated in the Interim Report, the Study Team recommends the following priorities for the improvement of the physical environment in the Libraries.

1. Installation of environmental systems for: a) materials, b) areas housing technical equipment, and c) public reading areas. The provision of appropriate environmental conditions for materials, equipment, and people is of the greatest concern to the Study Team. The current planning efforts to upgrade the HVAC (Heating, Ventilating, and Air-Conditioning) system in the Butler Stacks and to provide appropriate temperature, humidity, and filtration controls in the planned compact storage area are encouraging. Although this storage space will impact upon public services in many ways, the benefit of proper environmental controls will be a definite "plus" factor.

In addition to its recognition of the difficulties of the financing of such projects, the Study Team has several other related concerns. It recognizes the enormity of the task of selecting and moving materials to storage and recommends that the Services Planning Group begin to undertake all aspects of the necessary planning so that the compact storage area can open as soon as possible after construction is completed.

2. Streamlining of internal monitoring systems for dealing with Facilities Management and photocopy vendors.

At the present time a formal structure for dealing with problems and issues related to Facilities Management, Security, and the Libraries' photocopy vendor exists. In many discussions the Study Team has expressed its concerns about the effectiveness of this mechanism and its cost of many hours of staff resources trying to deal, in some cases, with issues about which the Libraries' staff has very little formal knowledge. Several Department Librarians reported spending more time on these matters than on faculty, technical services, and support services matters combined.

The Study Team applauds the establishment of a new position to deal with these matters as well as emerging issues of space planning and use. It encourages the incumbent to:

A. speak at length with all members of the Libraries staff who now deal with these matters;

B. take note of the priorities established in this chapter as well as in other relevant sections of this report;

C. establish an internal system to monitor and track all requests to these agencies;

D. interact regularly with members of the Libraries staff by face-to-face meetings and regular written reports; and

E. visit each unit on a regular basis and observe patterns of use and demand for physical facilities at all hours.

The Study Team also recommends that all relevant suggestions submitted by users through all mechanisms be referred to the incumbent for advice and action, and that relevant staff members arrange for the incumbent to meet with user groups to a) provide information, b) receive suggestions, c) respond to concerns and complaints, and d) learn about emerging needs.

3. Upgrading of conditions in all public service areas, with emphasis on general ambience, lighting, cleanliness, painting, and furniture. It is unfortunate that budgets for upgrading and replacement activities on a regular basis do not exist. In view of this, the Study Team recommends that the Services Planning Group prepare annually a prioritized list of such needs and forward them to OPC and the Libraries' Facilities Coordinator. The Study Team also emphasizes the need for a much-improved signage system, an issue which is dealt with at length in another chapter of this report.

4. Standardization of furniture and equipment wherever possible to provide the greatest flexibility.

5. Improvement of access for handicapped users. Information about library services should be communicated regularly by the Director, Library Services Group, to the Office of the Special Assistant for Student Affairs and Director of Handicapped Student Services for inclusion in its handbook and to be made available to other counseling and information services. The Director, Library Services Group, should also establish a mechanism to ensure that the office regularly provides information about the needs of handicapped users to Libraries. This information should then be communicated to Group Directors, Heads of Distinctive Collections, Division Chiefs, and Unit Heads. The "Special Services" section of the Services Policy Manual should be updated on a regular basis. The Study Team looks forward to the success of the newly-established handicapped information station at the Health Sciences Library as a model for other units.

Space Planning

One of the continuing concerns for the effective delivery of services is the efficient planning of space. Although space was not specifically targeted for study by the task forces, the Study Team recognizes the critical importance of space needs in future library growth. It recommends improvement of space use and planning for the purposes detailed below.

1. Space for materials

Presently, space for the storage of materials is in short supply. The Services Planning Group is undertaking a study of current conditions to assess more accurately the space available in the Libraries. The Study Team recommends that the resulting information be registered on a DECmate or WYLBUR storage system and updated annually, using the same methodology of the current study.

In the next two or three years, the Team anticipates that compact storage space will become available in the SIPA Building. This space will provide for approximately ten years growth. In order to utilize this increased storage space adequately, a number of issues need to be identified and addressed with the help of faculty and other user groups. The Study Team commends the initiative of the Services Planning Group in appointing a project team to undertake the planning in this area. It recommends that this group examine similar projects in peer institutions as part of its planning process.

The Study Team recognizes that the additional space provided by compact storage in the SIPA Building cannot satisfy all the needs for materials storage indefinitely, as the library will continue to expand beyond the decade of grace provided by this facility. Therefore, the Study Team recommends long range planning, including the investigation of such alternatives as other storage locations both on and off campus and the storage of material in other media such as optical disks.

2. Space for Readers

The User Survey revealed that 40.1% of the respondents used the Libraries on the Morningside and Health Sciences campuses for study. The Study Team feels that improvements are needed to increase the number and types of study spaces available and to improve the physical conditions in the areas in which they are located.

The problems of limited space for readers are particularly acute in the Business, Butler, Music, and Psychology Libraries. Many libraries, however, have some underutilized areas. The Study Team recommends that the Services Planning Group identify these areas and put them to more effective use. A helpful tool in this process will be the seating location handout (a summary of the number, location, type, and environment of seating throughout the Libraries) being prepared by the Service Program Development Office. The Team also recommends that the Libraries do whatever possible to encourage the University to locate and make available study space in extra-Library areas on campus.

CUL should also plan to use some library space freed by the removal of materials to compact storage to increase seating capacities. The establishment of new seating space by this or other means (such as introducing space-saving furniture) should be a high priority in public services planning.

3. Space for Other Services

In addition to materials storage and reader space, other library services suffer from a lack of adequate space. The public services areas most acutely cramped are as follows:

A. Interlibrary Loan Office: When the full staff is present, some must sit on the floor. Patrons have only a small, crowded, space in which to submit requests. The Study Team recommends that adequate space on the second floor of Butler be converted for use by Interlibrary Loan. Appropriate location could be achieved by combining two offices on the east side of the building, by renovating the Philosophy Library office and adjacent space, or by converting space now occupied by part of one of the Technical Services operations located on that floor.

B. Mediated data base searching in some units: The equipment is literally stored in closets and rolled out when needed. The Study Team recommends that each Department Head evaluate his/her unit's data base equipment storage/use needs and present the problems and alternative solutions to the Services Planning Group which, in turn, should analyze and prioritize these needs and submit them, with cost estimates, to OPC.

C. Photocopying equipment (vended; all units except HSL): This is especially problematic in Avery, Business, Butler, and Lehman. The equipment is noisy and dirty and, therefore, not appropriate to many areas of the Libraries. Furthermore, the machines are best maintained when they are placed in view of library staff, as patrons often do not report problems promptly. The Study Team recommends that the Services Planning Group continue to evaluate the vended photocopy service on a regular basis and that the Facilities Coordinator work with vendors to find solutions to these problems.

D. Bibliographic instruction: With the exception of room 410 Butler and the Lehman Conference Room, the Libraries have no suitable space in which to do bibliographic instruction either for small groups or for groups of more than 20 people. Ideally, the space for this service should be equipped with terminals, video monitors, projection equipment, and other tools necessary for effective instruction programs. The Study Team recommends that the Services Planning Group estimate the Libraries' needs in this area for the next five years; that the Libraries urge the University's Space Planning Committee to allocate it appropriate space for bibliographic instruction activity; and that the University's Capital Budget Committee allocate appropriate funds to equip the facilities properly.

E. CLIO and other new technology: The Libraries have had very little experience in space and environment planning for new technologies. The Study Team recommends that OPC appoint a task force, composed of representatives of all segments of the Libraries, to assess the Libraries' current level of expertise and future needs in this area and to recommend strategies, if necessary, to acquire appropriate competence.

The Study Team, in its concern for the promotion of better services, is aware that future services will require space, either new or refurbished. In addition to the needs of new technology, the Libraries will need space in which to operate a document delivery service, space for placing personal computers for student use, space for optical disk equipment, and space for a whole range of future services not yet planned. The Team urges that OPC continue to make public services space allocation, use, and planning items of high priority in its planning activities.

CONSOLIDATED LIST OF RECOMMENDATIONS IN
THE FINAL REPORT

Interim Report

1. OPC should appoint an appropriate person or group to update annually the information in the Interim Report.

2. Much of the information available in the Interim Report should be condensed by the Library Personnel Office for use in personnel recruitment (partially implemented).

Technology and Public Services

1. All planning for public services technologies, both current and future, should be integrated into the overall public services planning effort: technology should continue to be viewed as supporting a variety of public services objectives, and not as an objective itself. Responsibility for this planning should rest with the Services Group Director and the Heads of the Distinctive Collections.

2. The involvement of the Systems Office in technology planning, should continue to be reviewed and systematized.

3. Responsibility and accountability for support, enhancement, training, information dissemination, and troubleshooting of each existing and new technology should be clearly designated, and resource persons and groups made available to all public services staff. The current decentralized pattern of support should be reviewed.

4. Equipment should be purchased as needed and as funds permit. Purchases should not be deferred solely on the basis of expected improvements in the next generation of equipment.

5. Staff who will be end-users of equipment, or who work with patrons who will be end-users, should be consulted on all equipment selections, as they are most aware of the features which are necessary to best support proposed uses.

6. Multipurpose, compatible equipment should always be considered as part of the planning process.

7. Policies about service contracts and security measures for all equipment should be developed and disseminated. These should be reviewed and updated regularly.

8. Whenever new pieces of equipment or new technologies are proposed, space plans for their location should accompany the requests.

9. Access to and training for the online public catalog in all public service units should coincide as closely as possible with its implementation.

10. A variety of audio-visual equipment (film loop viewer, slide-tape viewer, videocassette player, audiocassette player, and so forth) seems to exist throughout the Libraries. An investigation of what is where, what is operable or repairable, what is regularly used and what could be housed elsewhere, and what is needed but lacking, should be done, with an eye to considering the establishment of a central Library location and inventory for such equipment. The 1979 campus inventory of media sources, prepared by Jo-Ann Michalak, should also be updated and reissued.

11. The process for the continuing evaluation of the public service implications of new and developing technologies should be incorporated into the planning functions of the Services Group and the Distinctive Collections.

12. The prospect of a University document delivery service, within the scenario of an online public access catalog and a circulation link, should be anticipated and explored. (In progress)

13. The investigation of the online public access catalog's impact on all current library services should be explored and appropriate actions taken. (In progress)

14. The Libraries should study the feasibility and best method of bringing the University's data files and their code books under bibliographic control. (In progress)

15. An inventory and status report of the Libraries' plans involving technologies, whether these plans are in process or not actively under consideration, should be compiled and reviewed. Such a document could be reviewed and updated annually as part of the Services planning effort by the Office of the Assistant University Librarian for Planning and Financial Services.

16. Instructional programs for end-user searching and personal data base creation appear to have potential for attracting grant funding. A proposal for such a program within the Libraries should be prepared and submitted to potential funding sources.

17. In order to better equip all services staff to participate in the technology planning process, the Libraries' computer literacy program presently in the planning stages should be reevaluated, completed and implemented.

18. The implementation of an automated serials control system is highly desirable.

19. The following improvements should be made in the Libraries' use of microcomputers:

a) Communications connecters should be attached to as many of the Libraries' microcomputers as possible.

b) Microcomputers should be purchased and placed in several data base searching locations so that searchers can begin to experiment with

down loading and the use of intelligent front-end search systems which simplify searching and improve cost effectiveness. (Implemented)

c) Various spread-sheet and other statistical capabilities, as well as file management software, should be available for use on public services microcomputers, as needed.

d) A small selection of computer-assisted instruction programs, both simple and interactive, should be purchased and their applications studied. The Libraries should also study its future role in microcomputer-based CAI.

Although the technologies of video and optical disks are in their infancies, they should be considered for future (and perhaps, to some extent, present) library applications.

Articulating Library Services

1. The chapter summarizing the Articulation Task Force report contains numerous specific recommendations designed to facilitate communication within the Libraries and to improve library activities for promoting and articulating library services; those recommendations will not be repeated here.

2. There should be a Services Group Orientation for new librarians and SCATs in the Services Group.

3. CAVSCON and/or the Libraries should compile and maintain an indexed, loose-leaf directory of media resources (hardware and software) in the Libraries and other University facilities.

4. A comprehensive, annotated, indexed directory of individual microform source collections and other major microform resources throughout the Libraries should be produced. It should be updated regularly and there should be a reliable mechanism for reporting on the acquisition of these collections.

5. Further study should be given to the problem of staff training (especially non-professional staff), with an eye toward providing concrete assistance to supervisors seeking to improve and standardize training activities.

6. The key issue of staffing levels and patterns throughout the Libraries (not only in public services) must be addressed comprehensively and realistically if public services goals are to be met; in this study, consideration should be given to the service implications of heavy reliance on non-professionals for reference service.

7. University publications (such as the Columbia University Record, the Columbia Spectator, department, institute, or school newsletters, alumni publications), University media (WKCR fm radio, CTV cable television, CUCCA electronic bulletin boards), and University information networks should be utilized to the fullest possible extent for announcements and articles concerning the Libraries.

8. The conclusions and recommendations of the 1980 Signage Task Force should be acted upon, with the addition of several other recommendations included in the Articulation Task Force Report. If funding for the recommended program is not available, then alternative, less expensive solutions should be sought as soon as possible.

9. The Services Planning Group should establish a Task Force to examine the Freshman Composition Library Instruction Program in order to clarify its goals and objectives, to address a number of identified problems, and to explore the possible applications of new technology.

10. The Services Planning Group should articulate the general goals and objectives of the Libraries' instructional programs and should initiate a review of library instruction in each Division and Distinctive Collection.

11. There should be routine review of articulation activities as part of the Services Group quarterly reporting process.

University Library User Community

1. Libraries which do not currently have a suggestion mechanism in operation should consider the value of doing so. (Implemented in Business, Butler [all units], Health Sciences, and Music.)

2. As many staff members as possible should be exposed to the tabulated survey results. (Implemented)

3. The comments on the few collection development questions in the survey were so varied that the Study Team recommends consideration be given to further analysis of the collection and its use.

4. CUL should continue to survey users on a regular basis. The Services Planning Group should conduct staff surveys at two year intervals and full user surveys every five years. The results of these surveys should be analyzed and the results, with appropriate recommendations, submitted to OPC for discussion and action.

Effects of Interdepartmental Relationships on Public Services

1. Increase cooperation by:

   a) Joint problem-solving through the creation of interdepartmental committees whose composition is both lateral and hierarchical

   b) Joint training programs

2. Implement clearer lines of communication both vertically and laterally.

3. Develop documentation and informational resources designed for in-house use.

Participation in Cooperative Arrangements

1. OPC should institute an ongoing review of major cooperative programs in

which Columbia participates. One program might be reviewed each year.

2. The above review should include a hard look at METRO's Cooperative Acquisitions Program.

3. The NYSILL review should be directed toward making the program cost-effective on the Morningside Campus as well as at HSL.

4. CRL acquisitions policies should be re-examined in light of CUL's present collection policies and needs. Further, CUL's procedures for approving/disapproving CRL petitions for purchases should be reviewed and regularized.

5. RLG central staff should be urged to provide more guidance and assistance in training of public service staff to use RLIN. CUL should continue to review its training procedures for use of RLIN by public service staff and develop more effective guidelines for public service applications of RLIN, including the searching of the various special databases.

6. Early consideration should be given to introducing public access to RLIN.

7. The need for unlimited access to RLIN should continue to be a prime concern of RLG members and CUL should continue to press for weekend (particularly Saturday) access to RLIN for public service units.

8. CUL should investigate the advantages and disadvantages of having an OCLC search only terminal available in Butler Library.

Planning

1. The Services Planning Group should be augmented by membership of the Heads of the Distinctive Collections. This group should continue to assume responsibility for monitoring and evaluating current public service activities as well as for developing and implementing new ones. This group should report quarterly to OPC; highlights from the report should appear in the University Librarian's Newsletter.

2. All Study Team recommendations which are approved for implementation should be delegated to specific individuals and groups who should submit quarterly progress reports to OPC.

3. Every individual staff member must be encouraged to direct ideas and opinions to appropriate members of the managerial staff, who are all responsible for working with staff members to develop ideas as well as for directing these ideas to the Services Planning Group.

4. Formal training programs for developing planning skills should be designed and presented on a regular basis to all professional staff in public services and in other units in which planning structures exist.

Staff Training and Development

1. The Services Planning Group should offer orientation sessions for new full-time public services staff at least twice a year.

2. Meetings of evening and weekend staff should be held at least once a semester.

3. The Head, SPDO should review all public service GA training manuals presently in use and produce a "common core" manual to which individual unit sections can be appended locally.

4. The AUL for Personnel should assess the Butler Access "Service with Style" program (now in the planning stage) and take responsibility for presenting it, or something similar, to all public services staff on a regular basis.

5. The AUL for Personnel should re-evaluate workshops presented in the past on performance appraisals, interviewing techniques, union contract interpretation, etc., and sponsor presentation of them, or similar sessions, to supervisory staff members on a regular basis.

6. OPC should consider funding the presentation of OMS Basic Management Skills sessions on-site on a regular basis as well as identifying and funding other appropriate development activities. These sessions should be made available to non-managerial professional staff and to SCATS as well as to staff from other local research libraries.

7. OPC should appoint a standing committee to regularly identify areas of staff development needs, to recommend appropriate training opportunities and levels of support, to provide information to the staff about these opportunities regularly each semester, and to encourage all staff members to be more self-directed in identifying their training needs and appropriate channels from which to obtain assistance.

8. The Services Planning Group should sponsor an annual meeting for public services staff to update them on current activities and to discuss training and development needs and plans.

Communications

1. University Librarian's Newsletter should include a column on task forces and study groups; each such group should be required to report on its progress at least once a quarter. The format of this column should be consistent, reliable, and recognizable.

2. There should be a registry of all task forces, with membership and status on file in the word processor in the Planning Office.

3. The Services Planning Group should develop a simple system to assign a member of the public services staff to each new professional and SCATS non-public services staff member. The objectives of this "buddy system" should be to present information about CUL public services activities and programs in a positive manner and to afford the non-public services staff member an early opportunity to learn of his/her role in the delivery of these services.

4. Electronic mail should be explored for rapid communication of information to public service outposts.

5. The Group Directors and the Heads of Distinctive Collections should comprise the major planning body to be coordinated by the Planning Office.

6. Slight changes in OPC's procedures such as focussing meetings on specific issues may make it more effective as an informational body. (implemented)

7. Each operating unit of the Libraries - Public Services, Technical Services, Distinctive Collections, and Resources - should be assigned a section in the University Librarian's Newsletter which should appear monthly.

8. Basic statistical information, in addition to that appearing in the Services Group and Distinctive Collection quarterly reports, should be reported quarterly by the Technical Services and Resources Groups to the entire system through the channels now used by the Distinctive Collections and Services Group. A list of desired management information is included in the chapter on Communication.

Reference Services

1. Standardize written policies throughout the system. This includes current policies for telephone reference, for shelf-checking, for out-of-state inquiries, etc., as well as for future policies such as handling electronic mail requests.

2. Evaluate reference services in a non-quantitative (i.e., non-transactional) manner. Definition of the objectives of each level and type of service and development of appropriate methodologies to measure effectiveness and satisfaction are necessary.

3. Set priorities for current services, identification of potential new services, and establishment of a decision-making process for adding and dropping services or for providing the same service in different ways. (partially implemented)

4. Explore the resources necessary and available to each level of reference service.

a) Identify services, such as information desk activities, that can be handled by non-professionals. Examine the role of the reference intern program as a source of support. Investigate the possibility of tasks being made more efficient with technical support such as word processors or microcomputers. Experiment with "information" desks as distinct from "reference" desks. A new category of staff member can possibly provide "information" services. (partially implemented)

b) Consider the marketing of reference services and the question of whether resources are capable of meeting increased demand. Examine also needed improvements in signage.

c) Review staffing patterns to ascertain whether current patterns are appropriate. The user survey shows heavy use of the library at night, but the inventory shows decreased levels of reference coverage during those hours.

d) Work with the Technical Services Group to develop new methods to deal with identifying and retrieving materials in the backlog and new solutions to processing delays. The problem of the growing amount of time being spent by reference staffs to deal with these problems must be acknowledged and solved.

5. Examine staff training in conjunction with the Standing Committee on Staff Training.

6. Continue to work with User-Services group at CUCCA for mutually beneficial coordination of the User-Services group technological expertise with traditional Libraries' reference service functions.

7. Develop a quarterly review of services in which the Division Chiefs, Department Librarians, and Heads of the Distinctive Collections would each provide a quarterly analytic review of trends, changes, problems, and potential new services to the Director of Services, who would analyze these reports in the quarterly report to the University Librarian. These reports should include input from all members of the staff, including reference librarians, bibliographers, and "liaisons"; it should be the responsibility of the Director of Services to establish such mechanisms to ensure these reports are made.

8. Compile information from and about faculty research, programs, and instructional trends annually. This report, which should be submitted to OPC, would also contain information from faculty about their future information needs and their use of technology.

9. Equity of service delivery is an important emerging issue and must be examined in depth. The Study Team recommends that the Services Planning Group investigate and experiment with methods of dealing with this issue. It further recommends that the Services Planning Group examine the potential of internal and external fee-based services.

Collection Development and Management

1. A liaison program should be established in Lehman.

2. There should be continued monitoring and quarterly written reports to all professional staff on the status of all approval plan vendors' performance.

3. The Resources Committees should continue to be directed as effective vehicles for improvement of collections and services at CUL.

4. All large purchases made at the end of each year should be listed and described in the appropriate annual reports and distributed to all public services units. Reports about large purchases under consideration should be made to the Resources Committees each January.

5. The minutes of all Resources Committee meetings should be distributed to Heads of Distinctive Collections, Division Chiefs, and Department Librarians.

6. Every selection officer and bibliographer should review the relevant comments on the User Surveys. Trends identified in this survey should be investigated and studied.

Physical Facilities and Space Planning

The Study Team recommends the following priorities for the improvement of the physical environment in the Libraries.

1. Installation of environmental systems for: a) materials, b) areas housing technical equipment, and c) public reading areas.

In addition to its recognition of the difficulties of the financing of such projects, the Study Team has several other related concerns. It recognizes the enormity of the task of selecting and moving materials to storage and recommends that the Services Planning Group begin to undertake all aspects of the necessary planning so that the compact storage area can open as soon as possible after construction is completed. (In progess)

2. Streamlining of internal monitoring systems for dealing with Facilities Management and photocopy vendors.

The Study Team applauds the establishment of a new position to deal with these matters as well as emerging issues of space planning and use. It encourages the incumbent to:

a) speak at length with all members of the Libraries staff who now deal with these matters;

b) take note of the priorities established in this chapter as well as in other relevant sections of this report;

c) establish an internal system to monitor and track all requests to these agencies;

d) interact regularly with members of the Libraries staff by face-to-face meetings and regular written reports; and

e) visit each unit on a regular basis and observe patterns of use and demand for physical facilities at all hours.

The Study Team also recommends that all relevant suggestions submitted by users through all mechanisms be referred to the incumbent for advice and action, and that relevant staff members arrange for the incumbent to meet with user groups to a) provide information, b) receive suggestions, c) respond to concerns and complaints, and d) learn about emerging needs.

3. Upgrading of conditions in all public service areas, with emphasis on general ambience, lighting, cleanliness, painting, and furniture. It is unfortunate that budgets for upgrading and replacement activities on a

regular basis do not exist. In view of this, the Study Team recommends that the Services Planning Group prepare annually a prioritized list of such needs and forward them to OPC and the Libraries' Facilities Coordinator. The Study Team also emphasizes the need for a much-improved signage system.

4. Standardization of furniture and equipment wherever possible to provide the greatest flexibility.

5. Improvement of access for handicapped users. Information about library services should be communicated regularly by the Director, Library Services Group, to the Office of the Special Assistant for Student Affairs and Director of Handicapped Student Services for inclusion in its handbook and to be made available to other counseling and information services. The Director, Library Services Group, should also establish a mechanism to ensure that the office regularly provides information about the needs of handicapped users to Libraries. This informatiion should then be communicated to Group Directors, Heads of Distinctive Collections, Division Chiefs, and Unit Heads. The "Special Services" section of the Services Policy Manual should be updated on a regular basis.

6. Space for materials. The Services Planning Group is undertaking a study of current conditions to more accurately assess the space available in the Libraries. The Study Team recommends that the resulting information be registered on a DECmate or WYLBUR storage system and updated annually, using the same methodology of the current study.

The Study Team recognizes that the additional space provided by compact storage in the SIA Building cannot satisfy all the needs for materials storage indefinitely, as the library will continue to expand beyond the decade of grace provided by this facility. Therefore, the Study Team recommends long range planning, including the investigation of such alternatives as other storage locations both on and off campus and the storage of material in other media such as optical disks.

7. The Study Team recommends that the Services Planning Group identify these areas of limited reader space and put them to more effective use. A helpful tool in this process will be the seating location handout (a summary of the number, location, type, and environment of seating throughout the Libraries) being prepared by the Service Program Development Office. The Team also recommends that the Libraries do whatever possible to encourage the University to locate and make available study space in extra-Library areas on campus.

8. Space for other services.

a) Interlibrary Loan Office. The Study Team recommends that adequate space on the second floor of Butler be converted for use by Interlibrary Loan.

b) Each Department Head should evaluate his/her unit's data base equipment storage/use needs and present the problems and alternative solutions to the Services Planning Group which, in turn, should analyze and prioritize these needs and submit them, with cost estimates, to

OPC.

c) Photocopying equipment (vended; all units except HSL): This is especially problematic in Avery, Business, Butler, and Lehman. The Services Planning Group should continue to evaluate the vended photocopy service on a regular basis and the Facilities Coordinator should work with vendors to find solutions to related problems.

d) The Services Planning Group should estimate the Libraries' needs for bibliographic instruction space for the next five years. The Libraries should urge the University's Space Planning Committee to allocate it appropriate space for bibliographic instruction activity; and the University's Capital Budget Committee to allocate appropriate funds to equip the facilities properly.

e) OPC should appoint a task force, composed of representatives of all segments of the Libraries, to assess the Libraries' current level of expertise and future needs in space and environment planning for new technologies and to recommend strategies, if necessary, to acquire appropriate competence.

9. OPC should continue to make public services space allocation, use, and planning items of high priority in its planning activities.

APPENDIX A

TASK FORCES: MEMBERSHIPS AND CHARGES

Task Force on Articulating Public Services

Membership
Fred Byrne
Harriet Grossman
Lily Kecskes
Anita Lowry (Chair)
Alanna Siegfried
Errol Somay

Charge
Examine and evaluate the ways in which the Columbia University Libraries acquaints its users with its programs and capabilities. To accomplish this goal the Task Force was asked to (1) determine what methods are currently being used to promote library programs; (2) evaluate the effectiveness of these methods; (3) recommend changes for strengthening these activities; and (4) recommend a process for the ongoing evaluation of staff-user communications.

Task Force on Evaluating the Impact on Services on CUL's Participation in Cooperative Arrangements

Membership
Eileen Glickstein
Tina Lesnik
Eileen McIlvaine
Eugene Sheehy (Chair)
John Zenelis

Charge
Identify the current cooperative programs in which Columbia University Libraries participates and assess the impact of these programs on public service. The Task Force was asked in particular attention to (1) investigate CUL's possible underutilization of any of these programs; (2) identify any negative impacts on public services at CUL resulting from commitments to interinstitutional programs; (3) identify additional cooperative programs which could enhance current services at CUL; (4) consider continuing/discontinuing participation in each program; (5) identify other possible cooperative arrangements which CUL should pursue; and (6) develop a process to evaluate CUL's participation in cooperative arrangements on an ongoing basis.

Task Force to Study the Effect of Interdepartmental Relationships on Services

Membership
Laura Binkowski
Steve Corrsin
Kenneth Doesschate (Chair)
Joyce Gartrell
Linda Kruger

Charge
Identify services provided to public service units by other departments, identify public service staff perceptions of their needs from these departments, and assess the effectiveness of communications between public service units and non-public service units. The Task Force was asked to (1) review the list of public service relationships prepared by the Study Team and select those relationships that are especially significant for further study; (2) evaluate the effectiveness of these relationships and identify ways of strengthening them; (3) determine services currently provided and services desired; (4) assess the impact on public services if non-public service units do not provide the needed support (and vice versa); (5) identify relationships which do not exist but should; and (6) develop processes for continuing evaluation of the foregoing relationships.

Task Force on Technology and Public Services

Membership
Lilita Gusts
Barbra Higginbotham (Chair)
Heike Kordish
Ellen Nagle
James Reardon-Anderson
Mexine Reneker
Louise Sherby

Charge
Identify opportunities to improve or expand service programs through the use of technology already in place at CUL, explore anticipated changes in scholarly research and communication and the meaning such changes will have for academic and research librarianship, and identify opportunities to provide services through the introduction of technologies either not present now in the Libraries or in development.

University Library User Community Task Force

Membership
Charling Fagan
Mary Giunta
Peter Graham

Barbara List
Mary Lou Lucy
Paul Peters
Junko Stuveras
Jane Winland (Chair)

Charge
Identify and review current Libraries practices of service assessment, develop data on segments of Libraries users and assess performance as it relates to these user segments, and make recommendations regarding the Libraries' approach to service assessment.

APPENDIX B

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APPENDIX C

GLOSSARY OF ACRONYMS

a/v	Audio-visual
ARL	Association of Research Libraries
AUL	Assistant University Librarian
BLIS	Bibliographic Library Information System
CAP	Cooperative Acquisitions Program (METRO)
CLIO	Columbia Libraries Information Online
CRL	Center for Research Libraries
CSS	Center for the Social Sciences
CUCCA	Columbia University Center for Computing Activities
CUL	Columbia University Libraries
GA	General Assistant
H&H	Humanities and History Division
HSL	Health Sciences Library
HVAC	Heating, ventilation, and air conditioning
IAIMS	Integrated Academic Information Management System
ILL	Interlibrary Loan
IPL	In-Process List
METRO	New York Metropolitan Reference and Research Library Agency
NYSILL	New York State Interlibrary Loan
OMS	Office of Management Studies (ARL)
OPC	Operations and Planning Council
PSSST	Public Services Self-Study Team
RCL	Representative Committee of Librarians
RLG	Research Libraries Group
RLIN	Research Libraries Information Network
SCATS	Supervisory, Confidential, Administrative, Technical Staff
SDI	Selected Dissemination of Information
SIPA	School of International and Public Affairs
SLIDS	Science Libraries Information Delivery Service
SPDO	Service Program Development Office
UCTF	User Community Task Force